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ABSTRACT

This monograph presents 26 papers addressed to workshop sessions representing thought and innovation in employment counseling and vocational guidance. Two papers are written in German, one in French, and 23 in English. Abstracts preceding each paper appear in the two languages other than that used for the paper itself. Topics covered include training of counseling services personnel (Germany); counseling for midlife career change; policies for career information, guidance, and counseling in school-work transition; PLACE, an individualized learning package to assess employability; measuring employment counselor effectiveness; career decison making and computers; counseling for mid-career change; computerized job-person matching (Sweden); conceptual approach to career education; career development in industry; employment counseling of college students (United Kingdom); "focusing" in adult career counseling; life skills training; brokering and employment counseling; STEP, self-exploration programs for career selection (Germany); competency-based inservice program for counselors; impact of a computerized guidance information system; vocational counseling as an instructional process; evaluation of employment counseling; and computer-aided vocational counseling in mid-career change. (YLB)

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WORKSHOP PRESENTATIONS

of the

WORLD SEMINAR ON EMPLOYMENT COUNSELLING

PRESENTATIONS DES ATELIERS

du

COLLOQUE MONDIAL SUR LE COUNSELLING D'EMPLOI

Edited by
Rédaction par
Gladys G. Ross

U.S. DEPARTMENT OF EDUCATION
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Employment and Immigration Canada
Emploi et Immigration Canada

Occupational and Career Analysis and Development
Analyse et développement – Professions et carrières

OTTAWA

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FOREWORD

The World Seminar on Employment counselling was convened in Ottawa in September 1980 in acknowledgement of significant progress made in employment counselling practices and in recognition of the widespread need for employment counselling. The Seminar was co-sponsored by the Canada Employment and Immigration Commission, the Canadian Guidance and Counselling Association and the International Association of Educational and Vocational Guidance.

The papers herein printed were addressed to workshop sessions at the Seminar and represent the depth of thought and the extent of innovation that is taking place in employment counselling and vocational guidance. The papers that were delivered to the plenary sessions have been published separately, as No. 37/1981 of the Bulletin of the International Association of Educational and Vocational Guidance. Through the publication of these papers, it is hoped to extend to a wider audience the ideas that stimulated the participants at the Seminar.

D. Stuart Conger,
Seminar Chairman,
World Seminar on Employment
Counselling

AVANT-PROPOS

Le Colloque mondial sur le counselling d'emploi qui a eu lieu à Ottawa en septembre 1980 a été organisé en vue de témoigner, d'une part, des progrès considérables réalisés dans la pratique du counselling d'emploi et, d'autre part, de la demande générale dont il fait l'objet. Ce colloque a été organisé par la Commission de l'emploi et de l'immigration du Canada, l'Association internationale d'orientation scolaire et professionnelle et la Société canadienne d'orientation et de consultation.

Présentés au colloque dans le cadre d'ateliers, les articles réunis dans la présente publication illustrent la profondeur des idées et l'envergure des innovation se retrouvant dans les domaines du counselling d'emploi et de l'orientation professionnelle. Notez que les articles exposés au cours de séances plénières ont été publiés séparément, soit dans le numéro 37/1981 du Bulletin de l'Association internationale d'orientation scolaire et professionnelle. Enfin, nous publions ces articles dans l'espoir de répandre les idées qui ont animé les participants au colloque.

D. Stuart Conger,
Président,
Colloque mondial sur le
counselling d'emploi

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DIE AUSBILDUNG VON BERUFS- UND ARBEITSBERATERN DER BUNDESANSTALT FÜR ARBEIT AN DER FACHHOCHSCHULE DES BUNDES FÜR ÖFFENTLICHE VERWALTUNG

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Abstract: The qualified personnel required for counselling services are recruited from among applicants with professional experience who take a three-year course of studies at a technical university. Their training consists of academic studies (main subjects: economics, law, psychology, sociology, studies in education, occupational studies, counselling) and practical experience in employment centres. The courses of study are based on the objective: to use scientific findings and methods to provide students with the practical and professional knowledge and skills necessary for counselling activities. Special emphasis is placed on specific behaviour training for counselling. The students are employees of the Bundesanstalt fur Arbeit (Federal Employment Institute) and are used as counsellors immediately upon graduation.

Sommaire: Les fonctions d'orientation professionnelle ne peuvent être assumées que par un personnel qualifié. Les conseillers d'orientation sont recrutés parmi des gens qui possèdent une certaine expérience professionnelle et ont fait trois ans d'études dans une école supérieure de sciences appliquées (Fachhochschule). La formation comprend une partie théorique (matières principales: économie, droit, psychologie, sociologie, pédagogie, étude des professions, orientation), des stages pratiques dans des centres de main-d'oeuvre ainsi qu'une formation particulière centrée sur le comportement du conseiller d'orientation. Les programmes d'étude ont été conçus de façon à donner aux étudiants les connaissances et les qualités requises en faisant appel aux dernières découvertes et à des méthodes scientifiques. Les étudiants, qui sont des employés de l'Office fédéral du travail (Bundesanstalt für Arbeit), sont engagés comme conseillers d'orientation dès qu'ils sont en possession de leur diplôme.

1. Der Bundesanstalt für Arbeit (BA) ist in einem speziellen Gesetz (Arbeitsförderungsgesetz – AFG – vom 25.6.1969) neben anderen arbeitsmarktbezogenen Aufgaben auch die Berufs- und Arbeitsberatung übertragen worden. Diese Aufgaben werden von qualifizierten Beratungsfachkräften (Berufsberater und Arbeitsberater) wahrgenommen. Im Jahre 1980 hat die BA in den 146 Arbeitsämtern in der Bundesrepublik Deutschland insgesamt

2.067 Stellen für Berufsberater und 1.461 Stellen für Abreitsberater eingerichtet.

Berufsberater wollen Jugendlichen und Erwachsenen dabei helfen, ihr Grundrecht der freien Wahl des Berufes une der Ausbildungsstätte eigenständig wahrzunehmen. Ihre Aufgaben sind die Orientierung des Öffentlichkeit und von Gruppen über Fragen der Berufswahl sowie die Beratung von einzelnen Personen und von Gruppen zur Lösung berufsbezogener Probleme.

Arbeitsberater sind zuständig für die Beratung von Arbeitnehmern und Arbeitgebern in Fragen der Wahl und Besetzung von Arbeitsplätzen und der beruflichen Fortbildung, Umschulung und Einarbeitung; sie informieren über Lage und Entwicklung des Arbeitsmarktes und der verschiedenen Berufe sowie über die arbeitsmarktpolitischen Förderungsmöglichkeiten nach dem AFG.

Die optimale Erledigung der Beratungsaufgaben erfordert entsprechend qualifiziertes Personal und daher erhebliche Investitionen bei der Aus- und Fortbildung der Beratungsfachkräfte. Nachdem sich die BA lange Zeit in internen Aus- und Fortbildungsgängen die benötigten Berater herangebildet hatte, setzte sich Anfang der 70er Jahre die Idee durch, für die Berater einen eigenen Bildungsgang zu schaffen, der neben der praktischen Einübung ein stärkeres theoretisches Fundament bringen sollte.

Die BA gründete zunächst in Kooperation mit der Universität Mannheim eine "Akademie für die Ausbildung von Beratungsfachkräften" (1972), die vom Niveau her so angelegt war, daß sie später (1975) vom Kultusminister des Landes Baden-Württemberg den Status einer Fachhochschule (FHS) verliehen bekam. Im Zuge des Ausbaues der FHS-Ausbildung für weitere qualifizierte Tätigkeiten im öffentlichen Dienst schloß sich die BA der "FHS des Bundes für öffentliche Verwaltung" an (1979), in deren "Fachbereich Arbeitsverwaltung" auch der Studiengang für Beratungsfachkräfte angesiedelt ist.

Die FHS spielen im deutschen Hochschulsystem eine bedeutende Rolle, indem sie den auf Forschung und Lehre ausgerichteten Auftrag der Hochschulen – verkörpert insbesondere in den Universitäten – mit einem intensiven Praxisbezug ergänzen. Sie sollen durch praxisbezogene Lehre gezielt auf solche berufliche Tätigkeiten vorbereiten, die die Anwendung wissenschaftlicher Erkenntnisse und Methoden in der Berufspraxis erfordern.

Diese Aufgabenstellung trifft sich genau mit der Tätigkeit der Berater, deren Wichtigkeit und Kompliziertheit die Anwendung wissenschaftlicher Erkenntnisse und Methoden dringend notwendig macht.

Die Resultate der Beraterausbildung an der FHS belegen diese Aussage. Eine anfängliche Skepsis gegenüber einem vermeintlich zu stark theoriebeladenen Studium ist schnell der Erkenntnis gewichen, daß ohne ein sicheres theoretisches Fundament heute nicht mehr beraten werden kann und daß mit einer ausgewogenen Mischung von Theorie und Praxis das FHS-Studium einsatzfähige, gut vorbereitete Berater hervorbringt.

2. Die Auswahl der Bewerber für ein Studium als "Beratungsanwärter" wird mit großer Sorgfalt vorgenommen und an wichtige Voraussetzungen geknüpft. Neben der FHS-Reife (formaler Schulbuildungsabschluß, der die Berechtigung verleiht, an einer FHS zu studieren) müssen angemessene berufliche Erfahrungen, möglichst nach einer abgeschlossenen Berufsausbildung nachgewiesen werden. Dieser Zulassungsvoraussetzung liegt der Gedanke zugrunde, daß Bewerber für Beratungstätigkeiten in der BA bereits bei der Einstellung, also vor Beginn einer fachspezifischen

Schulung, ein aus eigener praktischer Erfahrung gewonnenes Verständnis für die Strukturen, Bedingungen und Anforderungen der Berufs-, Arbeits- und Wirtschaftswelt mitbringen sollten. Um diese Erfahrungen sicherzustellen soll der Bewerber neben der Berufsausbildung hauptberufliche Tätigkeiten von mindestens 2 Jahren Dauer ausgeübt haben. Daraus ergibt sich ein für Nachwuchskräfte relativ hohes Durchschnittsalter (beim Einstellungsjahrgang 1979 z.B. 26 Jahre), das sich auch auf des Verhalten während des Studiums positiv auswirkt.

Die Gewinnung von Interessenten geschieht über öffentliche Stellenausschreibungen, u.a. in Tageszeitungen, sowie über die BA-eigenen Vermittlungs- und Beratungsdienste. Die Eignung für eine spätere Beratertätigkeit wird in einem Auswahlverfahren nach dem Prinzip der Bestenauslese festgestellt. Es umfaßt ein Vorstellungsgespräch im Arbeitsamt, eine psychologische Eignungsuntersuchung und ein Vorstellungsgespräch im Landesarbeitsamt. In den Gesprächen wird versucht, insbesondere folgende Merkmale zu beobachten sprachlicher Ausdruck, Kontaktverhalten und soziale Anpassung, Motivation und Interesse, Belastbarkeit im Gespräch. Die psychologische Untersuchung soll vor allem die intellektuelle und motivationale Seite abdecken sowie Hinweise zum Arbeits- und Sozialverhalten bringen.

Die geschilderte Methode der Bewerberauslese hat sich bewährt und insgesamt zu guten Resultaten geführt. Trotz der anspruchsvollen Zugangsvoraussetzungen ist es bisher gelungen, die jährlichen Einstellungsquoten i.H. v. ca. 120 Beratungsanwärtern zu erfüllen.

3. Der Ablauf der Ausbildung ergibt sich aus Anlage Nr. 1. Die Einstellungen erfolgen jeweils zum 1. September. Das dreijährige Studium gliedert

sich in Fachstudien, Praktika und Fachseminare, deren zeitliche Plazierung so aufeinander abgestimmt ist, daß sich die drei Komponenten des Studiums fachlich optimal ergänzen und aufeinander aufbauen.

Nach einem Einführungspraktikum im Arbeitsamt, des einem ersten Kontakt mit den Aufgaben der BA dient, und einem Einführungsseminar zur unmittelbaren Vorbereitung des Studiums sowie zur Vorstellung der Inhalte und Ziele der Ausbildung beginnt das eigentliche Studium mit einem halbjährigen Studienabschnitt, dem sog. Grundstudium, dem sich zeitlich versetzt weitere 4 Studienabschnitte von 2½ bis 3½ Monaten anschliessen, die das Hauptstudium bilden. Die Studienabschnitte dienen der theoretischen Wissensvermittlung, die allerdings strikt praxisbezogen und answendungsorientiert zu erfolgen hat.

Die berufspraktischen Studienzeiten (Praktika), die in unterschiedlicher Länge (1 bis 5 Monate) zwischen den Studienabschnitten plaziert sind, verfolgen einen doppelten Zweck:

Einerseits soll der Beratungsanwärter berufliche Kenntnisse und Erfahrungen als Grundlage für die nachfolgenden Fachstudien erwerben und andererseits soll er die in den vorausgegangenen Studienzeiten gewonnenen Kenntnisse vertiefen und lernen, sie in der Praxis des Arbeitsamtes anzuwenden.

Die Fachseminare schließblich sind praxisbezogene Lehrveranstaltungen, die auch an der FHS selbst stattfinden und gleichsam zwischen Studium und Praktika vermitteln, beides verknüpfen und aufeinander abstimmen sollen. Die Fachseminare setzen die in beiden Bereichen gewonnenen Kenntnisse in Beziehung und vertiefen sie im Hinblick auf die Praxis.

Diese verschiedenen Elemente des Studiums möchte ich einzeln im folgenden vorstellen.

Zuvor noch einige Bemerkungen zur Gesamtstruktur des Studiums:

Drei Jahre stehen für die Ausbildung zur Verfügung. Davon entfällt die Hälfte (18 Monate) auf Fachstudien (6 Monate Grundstudium, 12 Monate Hauptstudium). Für Praktika sind 15 Monate angesetzt und für Fachseminare 3 Monate. Die Studierenden haben insgesamt 2.270 Unterrichtsstunden zu besuchen (vgl. Anlage Nr. 2).

Die Verzahnung der erwähnten Studienelemente hat neben dem didaktischen auch einen organisatorischen Zweck. Im Fachbereich Arbeitsverwaltung studieren neben den Beratungsanwärtern auch andere Nachwuchskräfte der BA; der Gesamtjahrgang umfaßt 500 Personen. Um die Studienkapazität auf 1.000 Plätze beschränken zu können, ist das Studium so gestaltet, daß sich von den drei an der FHS gleichzeitig studierenden Jahrgängen jeweils 2 in Studienphasen befinden und einer im Praktikum.

4. Das Grundstudium erhält seinen besonderen Charakter durch die Konstruktion der "FHS des Bundes für öffentliche Verwaltung", der sich – wie bereits erwähnt – die BA mit einem eigenen "Fachbereich Arbeitsverwaltung" angeschlossen hat. An dieser FHS werden in insgesamt 10 Fachbereichen die Nachwuchskräfte für den sogenannten gehobenen Dienst aller Bundesverwaltungen ausgebildet. Die fachliche Palette reicht von den "Auswärtigen Angelegenheiten" bis zum "Post- und Fernmeldewesen". Der "gehobene Dienst" spielt bei der Erledigung staatlicher Aufgaben eine herausragende Rolle, da er vor allem die Funktionsbereiche der qualifizierten Fachkräfte und der mittleren Führungsebene abdeckt. Auch die Beratungsfachkräfte der BA sind dem "gehobenen Dienst" zugeordnet.

Aus ähnlichen Motiven heraus, die auch die BA bereits im Jahre 1972 zu einem qualitativen Neuansatz der Ausbildung von Beratungsfachkräften führten, haben die Bundesverwaltungen – wie übrigens auch die Verwaltungen der Bundesländer – für ihren "gehobenen Dienst" im Jahre 1979 die FHS-Ausbildung eingeführt. Als Reformziele standen vor Augen – auch diese gültig für die Beratungsfachkräfte –:

- selbständige Anwendung wissenschaftlicher Methoden und Erkenntnisse verbunden mit analytischem Denken,
- Erfassen gesellschaftlicher Wirkungs- und Gestaltungszusammenhänge,
- Fähigkeit zu Mobilität, Flexibilität, Kreativität,
- Bereitschaft zu Innovationen.

Das Grundstudium spielt bei der Verwirklichung dieser Reformziele eine besondere Rolle, da es fachübergreifend konzipiert ist, d.h. nach einem für alle Fachbereiche verbindlich vorgeschriebenen Curriculum mit denselben Zielen und Inhalten durchgeführt wird. Auf diese Weise ist sichergestellt, daß alle Studierenden an den verschiedenen Fachbereichen in wichtigen fachübergreifenden Grundlagenfächern gleich ausgebildet werden. Die darauf folgenden Teile des Hauptstudiums sind enger fachgebunden gestaltet und stärker auf die jeweiligen praktischen Tätigkeitsfelder ausgerichtet.

Der Studienplan des Grundstudiums umfaßt die in der Anlage Nr. 3 aufgeführten Fächer. Er formuliert nach curricular-wissenschaftlichen Gesichtspunkten für die einzelnen Fächer Leitziele, denen die entsprechenden Lerninhalte zugeordnet sind. Die Tiefe des Eindringens in die Inhalte wird mit vier Intensitätsstufen gekennzeichnet:

Stufe 1: Kennen – gedächtnismäßige Wiedergabe des Gelernten (Reproduktion)

Stufe 2: Verstehen – selbständige Verarbeitung und Anordnung des Gelernten (Reorganisation)

Stufe 3: Anwenden – Übertragung des Gelernten auf andere Sachverhalte (Transfer)

Stufe 4: Beurteilen – kritische Bewertung des Gelernten sowie Finden neuer Lösungsansätze.

Das Grundstudium schließt ab mit einer Zwischenprüfung, bestehend aus vier schriftlichen Aufsichtsarbeiten von je 3 Stunden Dauer.

5. Das Schwergewicht der Ausbildung liegt auf dem Hauptstudium, das im Gegensatz zum Grundstudium fachspezifische Ziele und Inhalte bringt und das mit 1.300 Stunden auch zeitlich dominiert.

Aus der Anlage Nr. 4 sind die einzelnen Studienfächer ersichtlich. Zwei verschiedene Gruppen von Studienfächern können unterschieden werden:

a) Wissenschaftliche Grundlagenfächer

Im Hauptstudium der Beratungsanwärter werden aus den wissenschaftlichen Grundlagenfächern

- Psychologie
- Pädagogik
- Soziologie
- Rechtswissenschaft
- Wirtschaftswissenschaften

diejenigen ausgewählten Inhalte vermittelt, die für die spätere Beratungstätigkeit relevant sind. Teilweise handelt es sich um die Fortsetzung und fachliche Vertiefung von Themen des Grundstudiums.

b) Studienfächer der Beratungskunde

Unmittelbar ausgerichtet auf die spätere Berufstätigkeit der Beratungsanwärter sind die praktisch-angewandten Studienfächer

- Berufskunde
- Beratung
- berufliche Orientierung, Vermittlung, Förderung,

die sich mit verschiedenen Aspekten der Beratungsaufgabe beschäftigen. Bei ihnen spielt auch die praktische Einübung des Beraterverhaltens eine große Rolle. Auf Einzelheiten der "praxisnahen Übungen" an der FHS werde ich noch eingehen.

Der Studienplan für des Haptstudium weist dieselbe curriculare Struktur auf wie der des Grundstudiums, stellt also insbesondere die Lerninhalte zu Leitzielen in Beziehung und benutzt die beschriebene vierstufige Intensitäts-Skala.

Ein wesentliches Ziel des Hauptstudiums der Beratungsanwärter ist es, ein ausgewogenes Verhältnis zwischen den theoretischen und den praktisch-angewandten Inhalten der Ausbildung zu erreichen und die Beziehung zwischen beiden Bereichen für die Studierenden sichtbar zu machen. Dazu ist es notwendig, die Inhalte der wissenschaftlichen Grundlagenfächer und der Studienfächer der Beratungskunde sorgfältig miteinander abzustimmen. Auch die Abschlußprüfung der Beratungsanwärter orientiert sich an diesem Ziel. Die Prüfungsarbeiten (insgesamt sechs) werden aus den Studienfächern der Beratungskunde ausgewählt; dabei sind Inhalte aus den wissenschaftlichen Grundlagenfächern angemessen zu berücksichtigen. In einer vierwöchigen Hausarbeit hat der Beratungsanwärter außerdem an einem praxisbezogenen Thema zu zeigen, daß er die theoretischen Grundlagen der Beratung beherrscht. Die Prüfung schließt ab mit einem mündlichen Teil vor einer speziellen Prüfungskommission, die überwiegend aus Praktikern besteht.

6. Für die Praktika und die ergänzenden Lehrveranstaltungen (Fachseminare) ist die Hälfte der Gesamtstudienzeit reserviert. Schon daraus ergibt sich die Bedeutung dieser praktischen Studienelemente. Im Gegensatz zu den herkömmlichen Studiengängen an deutschen Hochschulen ist der permanente Austausch mit der Berufspraxis eine wichtige Voraussetzung für die Erreichung des Studienzieles an der FHS. Längere Semesterferien sind unbekannt. Mit Ausnahme des dienstlichen Urlaubsanspruchs steht der Beratungsanwärter ohne Unterbrechung im Studium. Nur auf diese Weise kann das inhaltlich anspruchsvolle Studium in 3 Jahren bewältigt werden.

Bei der curricularen Planung ist sehr genau darauf geachtet worden, daß Fachstudien, Praktika und Fachseminare inhaltlich aufeinander abgestimmt und verknüpft sind. Als Beispiel dafür dienen die Anlagen Nr. 5 und 6 zu drei aufeinanderfolgenden Studienelementen (Studienabschnitt IIb, Praktikum B und Fachseminar II).

Aus den Beispielen ergibt sich deutlich die Methodik der Abfolge der verschiedenen Studienelemente. Die in den Studienfächern Pädagogik und Psychologie erarbeiteten Grundlagen zur Orientierung/Information und Beratung werden im Praktikum umgesetzt in der aktiven Beteiligung an Orientierungs- und Informationsveranstaltungen bzw. in der Hospitation bei Beratungsgesprächen. Das folgende Fachseminar steht unter dem Leitthema "Beratung" und dient der Erarbeitung methodischer Grundlagen von Beratungsgesprächen, die wiederum erprobt werden bei der Behandlung von Fallstudien aus der Beratungspraxis.

Diese eng miteinander verbundene und aufeinander abgestimmte Behandlung eines Fachthemas, in diesem Fall Beratung, in verschiedenen Lernorten mit unterschiedlichen Methoden soll Theorie und Praxis so harmonisieren, daß damit möglichst früh dem Anfänger fachliche Sicherheit vermittelt wird.

Der zeitliche und fachliche Ablauf der Praktika wird an Hand von detaillierten Praktikumsanleitungen gesteuert. In den Arbeitsämtern sind hauptberufliche Ausbildungsleiter angesetzt die auf die ordnungsgemäße Durchführung der Anleitung zu achten haben. Außerdem sind in den Fachabteilungen sogenannte Beauftragte für die FHS-Ausbildung berufen, die speziell geschult wurden und deren Aufgabe es ist, sich der Studierenden während der Praktika besonders anzunehmen.

Mit allen diesen Maßnahmen soll erreicht werden, daß die Praktika in den Ämtern als wichtiger Bestandteil des FHS-Studiums erkannt und genutzt werden.

7. Mehrfach bereits wurde die Bedeutung der praxisnahen Ausrichtung des Studiums hervorgehoben. Insbesondere sollen natürlich die Praktika dem intensiven Kontakt mit der Wirklichkeit der Arbeitsberatung und der Berufsberatung dienen. Aber auch im Fachstudium wird, wie bereits erwähnt, durch sogenannte praxisnahe Übungen diese Grundausrichtung des Studiums unterstützt. Die Übungen bauen in drei Phasen aufeinander auf:

1. Phase: Training von Einzelfertigkeiten für die Beratung und Orientierung durch Analyse von Videobändern, Simulation, und Lernen am Modell.

2. Phase: Abwicklung von Teilen einer Schulbesprechung oder Einzelberatung unter

Anleitung eines sogenannten Mentors mit Rückmeldung durch Video-Aufzeichnung.

3. Phase: Selbständige Durchführung von Schulbesprechungen und Einzelberatungen unter Anleitung und Kontrolle durch Dozenten und Mentoren.

Die Mentoren gehören als Beratungsfachkräfte dem Arbeitsamt Mannheim an und organisieren aus ihrer täglichen Arbeit heraus die Schulbesprechungen und Einzelberatungen. Mit Einwilligung der Ratsuchenden, die in der Regel bereitwillig mitwirken, finden die Beratungsgespräche in der FHS statt, wo ein für diese Zwecke eingerichtetes Studio zur Verfügung steht. Das Gespräch wird mit Video-Kameras aufgenommen und kann durch eine "Einwegscheibe" von anderen Studierenden verfolgt werden, ohne daß die Gesprächsatmosphäre dadurch gestört wird. Natürlich können nur Teile der Beratung von der Nachwuchskraft gestaltet werden, insbesondere die Klärung des Anliegens und die Erhebung von Daten; die eigentliche Beratung bleibt in der Hand des Mentors.

Der Ausbildungswert der praxisnahen Übungen ist nicht hoch genug anzusetzen. Die Vorbesprechungen und Nachbereitungen in kleinen Gruppen sowie insbesondere die Selbstrückmeldungen durch die Videoaufnahmen haben einen großen Lerneffekt, der von den Studierenden einhellig begrüßt wird.

Die starke Betonung der praktischen Einübung von Beratung und Orientierung macht es möglich, daß die Beratungsanwärter nach dem dreijährigen Studium ohne weitere praktische Einweisung als Beratungsfachkräfte in den Arbeitsämtern eingesetzt werden können.

8. Nach der Darstellung von Ablauf und Inhalten des Studiums abschließend noch einige Hinweise

zur Organisation des Fachbereichs Arbeitsverwaltung.

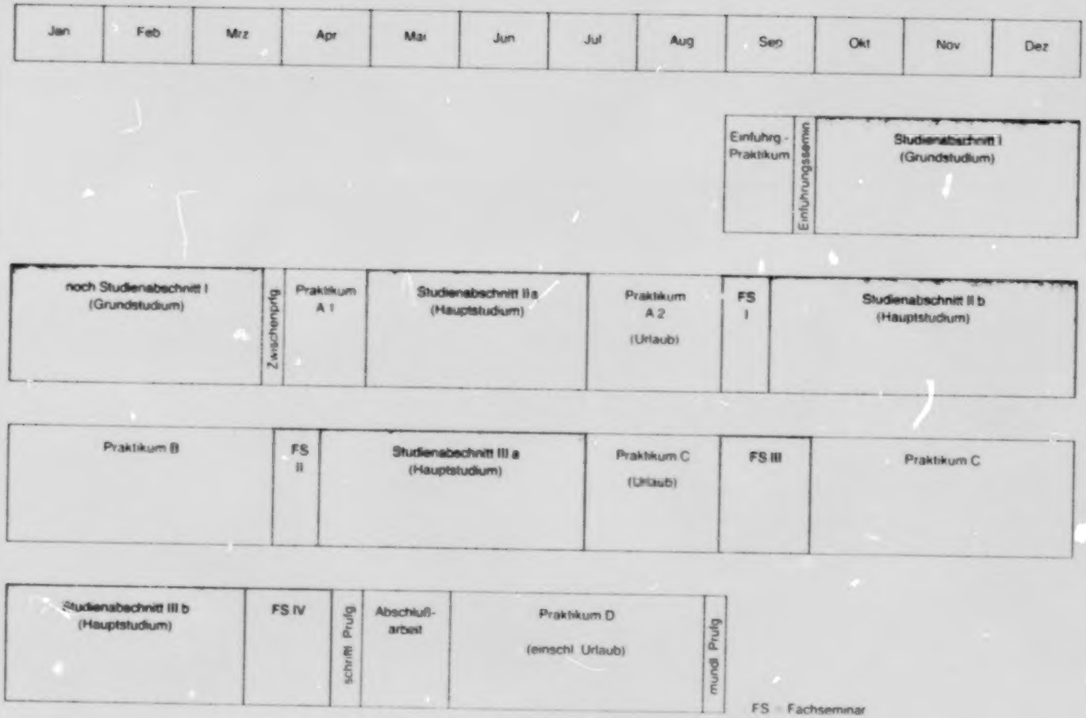
Einen Überblick über den Aufbau in Abteilungen und Lehrbereiche gibt Anlage 7. Den Lehrbereichen gehören insgesamt 58 Lehrkräfte an. Der Unterricht spielt sich in kleinen Gruppen von ca. 25 Studierenden ab, so daß mitarbeitsintensive Methoden gepflegt werden können. Die an der FHS studierenden Nachwuchskräfte sind Angehörige der BA und verfügen dadurch über ein Einkommen, das weit über den Stipendien der normalen Studenten liegt. Außerdem wird ihnen nach Absolvierung des Studiums ein fester Arbeitsplatz im Gesamtbereich der BA garantiert.

Die BA ist oberste Dienstbehörde über Studierende, Lehrende und sonstige Beschäftigte des Fachbereichs. Mit Hilfe der Fachaufsicht achtet sie auf die ordnungsgemäße Durchführung des Studiums.

Anlage 1

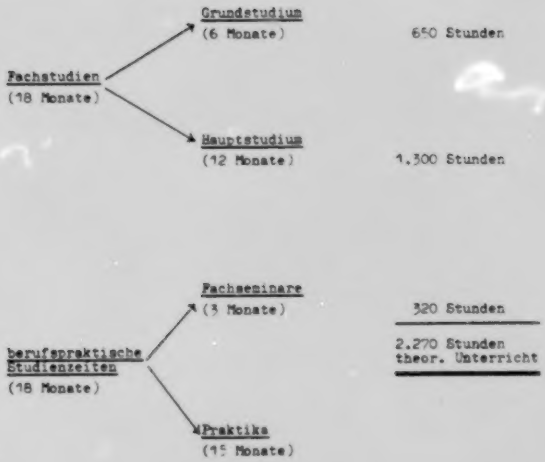
Ausbildungsrahmenplan

– Gliederung der Ausbildung –


Jan
Feb
Mrz
Apr
Mai
Jun
Jul
Aug
Sep
Okt
Nov
Dez
Einfuhrg.-Praktikum
Einführungssemin.
Studienabschnitt I (Grundstudium)
noch Studienabschnitt I (Grundstudium)
Zwischenprfg.
Praktikum A 1
Studienabschnitt II a (Hauptstudium)
Praktikum A 2 (Urlaub)
FS I
Studienabschnitt II b (Hauptstudium)
Praktikum B
FS II
Studienabschnitt III a (Hauptstudium)
Praktikum C (Urlaub)
FS III
Praktikum C
Studienabschnitt III b (Hauptstudium)
FS IV
schriftl. Prüfg.
Abschluß-arbeit
Praktikum D (einschl. Urlaub)
mündl. Prüfg.

FS = Fachseminar

Anlage 2


Fachstudien
(18 Monate)
Grundstudium
(6 Monate)
650 Stunden
Hauptstudium
(12 Monate)
1.300 Stunden
berufspraktische Studienzeiten
(18 Monate)
Fachseminare
(3 Monate)
320 Stunden
2.270 Stunden
theor. Unterricht
Praktika
(15 Monate)

Anlage 3

Fächer Grundstudium

- Staats- und Verfassungsrechtliche Grundlagen des Verwaltungshandelns; gesellschaftliche und politische Bezüge
    - Allgemeine Staatslehre
    - Verfassungsgeschichte der Neuzeit
    - Politiklehre
    - Staats- und Verfassungsrecht
    - Regierungs- und Verwaltungshandeln

- Allgemeine rechtliche Grundlagen der Aufgabenerfüllung
    - Rechtslehre
    - Allgemeines Verwaltungsrecht
    - Besonderes Verwaltungsrecht
    - Verwaltungsrechtsschutz
    - Recht des öffentlichen Dienstes (Beamtenrecht, Arbeitsrecht, Personalvertretungsrecht)
    - Zivilrecht
    - Strafrecht

- Gesamtwirtschaftliche Zusammenhänge und ökonomische Grundlagen der Aufgabenerfüllung
    - Volkswirtschaftslehre
    - Finanzwissenschaft
    - Öffentliche Finanzwirtschaft
    - Soziale Sicherung

- Organisatorische Grundlagen, Information und Informationsverarbeitung
    - Innerbehördliche Organisation (Aufbauorganisation, Ablauforganisation)
    - Datenverarbeitung

- Ausgewählte Bereiche der Individual-, Sozial- und Organisationspsychologie

- Methoden, des geistigen Arbeitens
    - Lernmethoden und Lerntechniken (incl. Einführung in das Studium)
    - Methoden, Techniken und Verfahren, die am Arbeitsplatz benötigt werden

- Laufbahntypische Bereiche der Aufgabenerfüllung

- Wahlfächer (z.B. Planungstechniken, Politiklehre, Statistik, Geschichte, Sprechen, Gruppendynamik).

Anlage 4

Fächer Hauptstudium

- Psychologie

  Psychologische Grundbegriffe

  Kommunikation und soziale Interaktion

  Beratungstheorien

  Methodik des Beratungsgesprächs

  Beurteilung von Personen

- Pädagogik

  Bildungspolitik, Bildungsplanung und Institutionenlehre

  Ansätze zur Erklärung der Berufs- und Tätigkeitswahl

  Unterrichtsplanung und Curriculumkonstruktion

  Microteaching/Microcounseling

  Analyse von Orientierungs-, Informations- und Bildungsmaßnahmen unter berufswahltheoretischem und curricularem Aspekt

  Empirisch-pädagogische Forschung für die Anwendungsgebiete der Berufsberatung sowie der Arbeitsvermittlung und Arbeitsberatung

  Berufspädagogik unter besonderer Berücksichtigung des Verhältnisses von Ausbildungs- und Beschäftigungssystemen

- Soziologie

  Einführung in die allgemeine Soziologie

  Empirische Sozialforschung

  Grundbegriffe der Sozialpsychologie

  Sozialisation

  Soziologie der Arbeit und des Berufs

  Arbeitswissenschaftliche Problemstellungen

  Organisationssoziologie

- Wirtschaftswissenschaften

  Volkswirtschaftslehre

  Volkseinkommen und Beschäftigung

  Übersicht über die Wirtschafts- und Sozialstatistik

  Ausgewählte Probleme der Wirtschaftspolitik

  Spezifische Arbeitsmarktfragen

  Betriebswirtschaftslehre

  Unternehmenspolitik und Unternehmensführung

  Rechnungswesen und Betriebsanalyse

  Personalwesen

  Arbeitsbewertung und Entlohnung

Anlage 4a)

- Rechtswissenschaft
  - Arbeitsförderungsgesetz
  - Arbeitsrecht
  - Recht der Rehabilitation
  - Recht der beruflichen Bildung
  - Sozialhilferecht

- Berufskunde
  - Berufskundliche Propädeutik
  - Arbeitsweisen der Berufskunde
  - Allgemeine Berufskunde
  - Spezielle Berufskunde
  - Anwendungsbezogene Berufskunde

- Beratung
  - Methodische Grundlagen
  - Anliegen und Inhalte
  - Arbeitsgrundsätze
  - Organisation
  - Praxisnahe Übungen

- Orientierung, Vermittlung, Förderung
  - Berufsorientierung und -information
  - Vermittlung von beruflichen Ausbildungsmöglichkeiten und Arbeitsstellen
  - Förderung der beruflichen Bildung
  - Berufliche Rehabilitation Behinderter
  - Förderung der Arbeitsaufnahme
  - Leistungen zur Erhaltung und Schaffung von Arbeitsplätzen sowie strukturfördernde Maßnahmen
  - Praxisnahe Übungen

Anlage 5

Studienabschnitt IIb

Studienfach	Pflichtveranstaltungen	Wahlpflichtveranstaltungen
Berufskunde	Spezielle Berufskunde I a) monographisch (wichtigste Berufe) b) systematisch (wichtigste Kategorien) Anweisung für Berufsbeschreibungen	Wahlpflichtveranstaltung Berufskunde (z.B. Monographien ausgewählter Berufe; Berufskundliche Informationen zu ausgewählten Kriterien/Kategorien)
Betriebswirtschaftslehre	Rechnungswesen und Betriebsanalyse	Wahlpflichtveranstaltung Betriebswirtschaftslehre (z.B. Übungen zur Betriebsanalyse)
Pädagogik	Orientierung/Information und Beratung unter berufswahltheoretischem Aspekt - Darstellung von ausgewählten Berufswahltheorien - Unterrichtsplanung und Curriculumkonstruktion Microteaching/Microcounseling I	Wahlpflichtveranstaltung Pädagogik (z.B. Angewandte Lerntheorien; Mediendidaktik; Aufgaben und Zusammenarbeit der Beratungsdienste
Psychologie	Psychologische Grundbegriffe II Methodik des Beratungsgesprächs I Kommunikation und soz. Interaktion II	Wahlpflichtveranstaltung Psychologie (z.B. Entwicklungspsychologie)
Recht Soziologie	Arbeitsrecht I Grundbegriffe der Sozialpsychologie Sozialisation	Wahlpflichtveranstaltung Recht (z.B. Recht der beruflichen Bildung - berufliche Ausbildung; Praktische Fragen des Verfahrensrechts unter Einschluß des Konkursrechts und der Freiwilligen Gerichtsbarkeit; Rechtsanwendungslehre - praktisches Arbeiten mit Rechtsvorschriften anhand von Fällen

Anlage 6

Praktikum B

1.	Teilnahme an Orientierungs- und Informationsveranstaltungen mit Beteiligung	4 Wochen
2.	Mitwirkung Vermittlung/Förderung (der Beratungsanwärter soll die Arbeitstechniken beherrschen lernen	4 Wochen
3.	Hospitation bei Beratungsgesprächen mit partieller Beteiligung	4 Wochen
4.	Berufskunde (Teilnahme an Erkundungen)	1 Woche

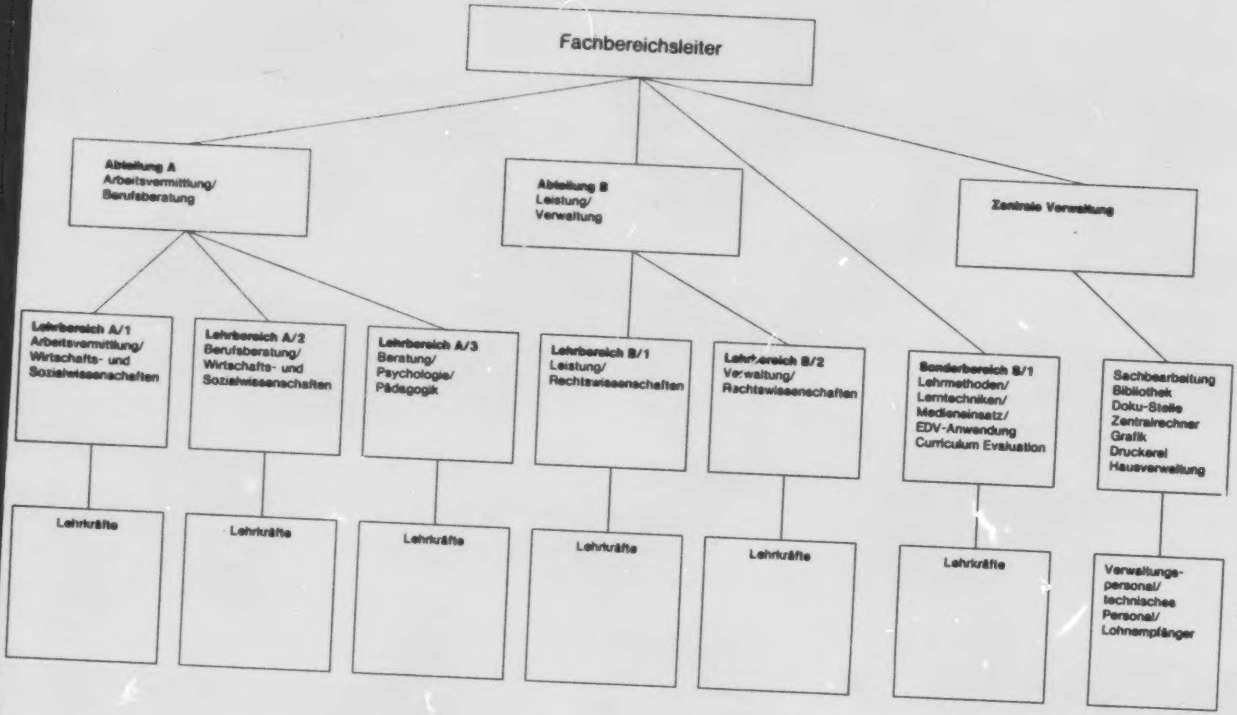
Fachseminar II

Leitthema: Beratung

Themen:

1.	Methodische Grundlagen von Beratungsgesprächen	12 Stunden
2.	Integrierte Fallstudien (einschl. studienbegleitende Prüfungsleistung)	44 Stunden
		56 Stunden

Anlage 7


Fachbereichsleiter
Abteilung A
Arbeitsvermittlung/
Berufsberatung
Abteilung B
Leistung/
Verwaltung
Zentrale Verwaltung
Lehrbereich A/1
Arbeitsvermittlung/
Wirtschafts- und
Sozialwissenschaften
Lehrbereich A/2
Berufsberatung/
Wirtschafts- und
Sozialwissenschaften
Lehrbereich A/3
Beratung/
Psychologie/
Pädagogik
Lehrbereich B/1
Leistung/
Rechtswissenschaften
Lehrbereich B/2
Verwaltung/
Rechtswissenschaften
Sonderbereich B/1
Lehrmethoden/
Lerntechniken/
Medieneinsatz/
EDV-Anwendung
Curriculum Evaluation
Sachbearbeitung
Bibliothek
Doku-Stelle
Zentralrechner
Grafik
Druckerei
Hausverwaltung
Lehrkräfte
Lehrkräfte
Lehrkräfte
Lehrkräfte
Lehrkräfte
Lehrkräfte
Verwaltungs-
personal/
technisches
Personal/
Lohnempfänger

COUNSELLING FOR MID-LIFE CAREER CHANGE

Robert W. Walker, Ph.D.

Canadian Armed Forces

Sommaire: Le Service de préparation à une seconde carrière (SPSC) est offert, au sein des forces armées canadiennes, pour aider les militaires qui prennent leur retraite à s'adapter plus facilement à la vie civile. Les militaires des forces armées canadiennes prennent leur retraite entre 45 et 55 ans. Les services offerts par le SPSC comprennent le counselling, la préparation, le placement et le contrôle postérieur. Le counselling proprement dit est offert tant aux individus qu'aux groupes. Entre autres étapes, mentionnons les suivantes: auto-évaluation, culture de ses virtualités propres, inventaire de ses compétences polyvalentes, détermination des buts, tests d'aptitudes, aspects psychologiques et sociologiques de la recherche d'une seconde carrière à l'âge mûr et, enfin, adaptation psychologique de l'individu et de sa famille au nouveau mode de vie. Le counselling offert aux groupes comprend des colloques et des ateliers dans lesquels il est question de l'adoption de l'attitude juste, de l'auto-évaluation, de la détermination des buts, des techniques de recherche d'emploi, des entrevues d'emploi, de la planification financière et d'autres avantages liés à la retraite des militaires.

Zusammenfassung: SCAN (Second Career Assistance Network = Beratungssystem Zweite Laufbahn) ist ein Programm der kanadischen Streitkräfte, das aus dem aktiven Dienst ausscheidenden Soldaten den Übergang vom militärischen zum zivilen Leben erleichtern soll. Angehörige der kanadischen Streitkräfte scheiden im Alter zwischen 45 und 55 Jahren aus dem aktiven Dienst aus. Das SCAN-Modell umfaßt Beratung, Vorbereitung, Vermittlung und Nachbetreuung. Die eigentlichene Beratung erfolgt sowohl einzeln als auch in Gruppen. Zu den einzelnen Stufen gehören u.a.: Selbsterkundung, Selbstentfaltung, Verzeichnis übertragbarer Fähigkeiten, Zielsetzung, Eignungsuntersuchungen, psychologische und soziologische Aspekte bei der Suche nach einer zweiten Laufbahn im mittleren Alter, psychologische Anpassung des einzelnen und seiner Familienangehörigen an den neuen Lebensstil. Die Gruppenberatung besteht aus Schulungskursen und Arbeitstreffen mit folgenden Themen: Meinungsentwicklung, Selbstbeurteilung, Zielsetzung, Methoden der Arbeitssuche, Bewerbungsgespräche, Planung des Einkommens und sonstiger Vergütungen nach Ausscheiden aus dem Militärdienst.

INTRODUCTION

The concept "mid-life crisis" did not originate with Sheehy; however, the book "Passages" (1976) served to place the term in everyone's vernacular. Sheehy combined her own mid-life experiences and life stories of others with theoretical orientations acquired from literature by Erikson (1950), Gould (1972) and Levinson (1974) to produce a best-seller on predictable crises of adult life, of which one was the mid-life crisis.

Sheehy emphasized that virtually all people stumble upon the major issue of mid-life around age 40. A sense of urgency exists to, "Take stock! Half your life has been spent ... You have been a performer, not a full participant" (page 5). An awareness of human perishability develops. Furthermore, men and women develop differently, desynchronized such that "... just at the point around 40, when a man feels himself to be standing on a precipice, his strength, power, dreams and illusions slipping away beneath him, his wife is likely to be brimming with ambition to climb her own mountain" (page 22).

Other authors have investigated life stages and crises. Two researchers consulted by Sheehy subsequently wrote books on life stages. Gould wrote Transformations: Growth and Change in Adult Life (1978), describing the four-stage developmental process occurring throughout adulthood, while Levinson wrote The Seasons of a Man's Life (1978) describing the phases, and transitions between phases, of the male life cycle, emphasizing the especially significant transition at mid-life between early and middle adulthood. In addition, in The Male Climacteric (Ruebsaat and Hull, 1975), the authors discussed the physical, psychological and social changes during the turning point or mid-life period and provided advice on surviving the mid-life crisis.

Of relevance to career or vocational counsellors are the interests of middle-aged working people who may be inclined to abandon occupational inertia for a new career as a part of their mid-life adjustment. Stetson (1971) addressed this issue, producing a guide for personal and occupational adjustment during and after transition to a second career. Others providing similar advice include Miner (1963), Boll (1965) and Marcus (1979). However, probably the most thorough manual for career-changers is by Bolles (1977), titled "What Color Is Your Parachute?" Bolles maintains that the established job-hunting/career-changing routines are "Neanderthal" and has set out to revolutionize the process through this irreverent but practical guide for job seekers.

Drawing your attention to the above-named articles, books or authors was two-fold in purpose – to assist you in your awareness of some of the available literature on mid-life crisis and mid-life career change and, secondly, to present a literature background required of military counsellors engaged in guidance of servicepersons completing their military career near mid-life and progressing toward a second, civilian career. The role of these military counsellors, named personnel selection officers (PSOs) and situated at military bases across the country, is the subject of the remainder of this paper.

THE MILITARY SITUATION

The age limitations on employability obligate Canadian Armed Forces (CF) servicepersons to seek non-military employment at mid-life. The Second Career Assistance Network (SCAN) program was established to meet CF obligations to make the transition as uncomplicated and stress-free as possible.

The initial SCAN message, conveyed through large-group seminars, is that second career planning requires early instigation and long-term preparation. Seminar presentations are made on general areas of SCAN services, release procedures, "retirement" benefits, job market data, etc. This paper will deal specifically with the role of the vocational counsellor who, following the SCAN seminar introductory phase, conducts one-on-one interviewing, assessment and counselling sessions with the serviceperson planning a second career.

First, however, it is important to elaborate upon the somewhat unique situation of a serviceperson completing a military career and about to engage in civilian employment, usually for the first time in his adult life.

Most servicepersons completing their military careers are male, married with children, aged 40—55, and healthy. Their wives are in their late 30s to early 50s, frequently interested in re-engaging in work or other non-domestic activities, and possibly experiencing their own life crises, including the empty-nest syndrome and/or menopause. The children are frequently in high school, in university or have moved out on their own. Depending on their ages, these children may not accompany their parents in any relocation that is part of the military-to-civilian career move. Accordingly, a serviceman's mid-life career change may be accompanied by numerous family and personal turning points.

In addition to his own situation, a serviceman may encounter misapprehensions by potential civilian employers who perceive all servicemen as grenade-carrying, rifle-aiming, mud-splattered, trained killers. In fact, this opinion is held by some servicemen who actually have served for a full career in military trades dissimilar to civilian trades and are now looking for civilian employment (Boyce and Pinch, 1980). However, only a minority of servicemen fall into this category; hence this stereotype fails to reflect that servicepeople, instead, will have 20 to 30 years of experience as warehousepersons, social workers, accountants, electricians, carpenters, aircraft mechanics, heavy equipment operators, clerks, dentists, etc., etc. Lathrop (1977), author of "Who's Hiring Who", states that, "There are few functions performed in military service that are not also performed in civilian employment", and "Most civilian employers can look to military standards and systems for direct guides on how to improve their own operations" (page 123). I would definitely agree with that.

Notwithstanding the transferability of skills held by the majority of serving members, it is a fact that military life frequently is conducted in semi-isolation from the civilian work world. Consequently, a serviceman may not know how his talents equate with civilian occupations, the additional training he might need to be prepared for civilian employment, the contacts to make, the role of CEIC or other agencies, and the process of job hunting. He will be shedding his military occupational identity, possibly jeopardizing his job satisfaction, and giving up "the familiar". He may be stressed, disoriented and intimidated.

ROLE OF PSO

Wyspianski and Christopher wrote "SCAN For The Future" (1979) as a guide for service personnel preparing for civilian life and planning a second career. They stated that, "The message is clear. There is not much to fear other than ... lack of preparation" (page 15). Therefore, the role of the personnel selection officer or PSO is one of career counsellor, a role defined as – "to equip their clients with the information, understanding, and techniques needed to cope successfully with career questions in the interest of maximum personnel development throughout a life time" (Lathrop, page 214). This counsellor must go beyond occupational counselling to operate in a "life/work planning" context to uncover abilities overlooked by the individual possessing them, and to integrate these abilities with personal, family and social needs. The career counsellors/personnel selection officers are professionals committed to conveying a positive attitude about the transition to a second career. However, they also emphasize that preparation, organization, flexibility and perseverance are all required from the serviceperson to ensure a smooth transition. Together, the PSO and the exiting serviceperson can make the second career a realization.

In the military context, career counselling by the PSO, ideally, should proceed through three overlapping steps. The first step is self-assessment, assisting the individual to know himself and to recognize factors bearing on the choice of a second career. The second step is investigation of the congruence/incongruence of the serving member's skills and qualifications and the current or projected job market requirements. The third step is the conveying of knowledge on job search techniques, content and use of resumés, covering letters, personal contacts, job interviews, etc. I will elaborate on each of these steps.

Self-assessment. Conger (1980) said "... all good employment counselling must start with the development of the self. This is the beginning of any counselling, whether it be vocational, social, family or personal" (page 10). Accordingly, the PSO provides counselling to servicepersons to structure this process through specific exercises or work sheets, to complete this stock-taking or inventory somewhat systematically. Exercises include inventories of education, training, occupations for which best suited, jobs held, achievements, needs and career aspirations. A concerted, introspective effort is encouraged to ensure some specifications for a new career. Not infrequently, guidance testing is appropriate and interest inventories (Strong-Campbell Interest Inventory, Career Assessment Inventory or Kuder Records) or aptitude tests may be employed by the PSO. Additionally, interviewing may include discussion of personal propensities – a positive attitude, a co-operative nature, dependability, responsability, punctuality, flexibility, initiative, humour, optimism, physical fitness – as they pertain to on-job behaviour. The purpose in this first step is self-assessment – to evaluate thoroughly the strengths and weaknesses in relationship to future civilian employment.

Job/Man Fit. The second step involves a comparison of the man's situation with the employment situation. Overlapping and following the self-assessment is a defining of job-related factors and needs – transferability of skills, salary requirements, family situation, wife's needs, relocation, work routines, risk/opportunity, need for training – in essence the real-world factors that overlap the self, the lives of others and the labour situation.

In conjunction with this, the military counsellor is required to know or know where information exists on the civilian job market and the prerequisites governing acceptance into a broad range of trades and professions. PSOs are obligated to maintain publications, books and, especially, civilian contacts to keep themselves informed, particularly on the local job market. It is their business to establish a close working relationship with the designated SCAN counsellors in the local CEIC offices and to arrange visits between CEIC centres and military bases. CEIC/SCAN counsellors will become involved with the serviceman. In essence, SCAN counsellors, both military and CEIC, make it their business to know each other's business.

Not infrequently, academic upgrading or occupational training/retraining for the serviceman is in order. Two CEIC-subsidized programs (Project Loyalist, Project Dogwood) acknowledge past specialized military training/employment as the foundation for high-intensity, shortened community college programs leading to early graduation. Naturally, other programs also exist through which service members may update their qualifications or obtain civilian certification. For some, completion of university may meet their personal and professional needs.

Ideally, at this point, the second-career seeker has completed a thorough and introspective self-assessment leading to some specifications for future employment, and has become aware of his suitability for the labour market. In essence, he knows what he is and what he can do, and has the opportunity to do. The final step for the PSO is to provide the tools for the job-search campaign.

The Job Search. The PSO is responsible for conveying knowledge on the procedures for job hunting – content and use of resumés, letters of application or broadcast letters, personal contacts, application forms and job interview procedures.

Career servicemen have not sought full-time civilian jobs for more than twenty years. Consequently, the intricacies of job searching must be learned and practised virtually simultaneously. Tips or hints on "good practices" may not be understood immediately for their benefits. For example, a long-term serviceman, fully employed for a complete military career, may feel uncomfortable telling friends, relatives, acquaintances and the milkman that he is looking for a job, especially if "unemployment" has a pejorative connotation for him. Another example is that eager servicemen may be inclined to take a job at a lower salary than they could command because they are receiving a monthly annuity from the Forces, when in fact any annuity from any source for any job-seeker should be perceived as personal, confidential income from previous investments; therefore, of no business to a future employer. A final example is a lack of confidence by a service member in his military training resulting in the job-seeker throwing himself at the mercy of the personnel interviewer, rather than recognizing that both specific and general skills acquired from military training are transferable to the civilian market, and that most employers are not as concerned about where the experience was accumulated as how a servicemember will perform in the future.

Of a more specific nature is the guidance provided on preparation of resumés and covering letters. Examples are available and specific desired content (Personal data, Education, Experience (responsibilities, special accomplishments, skills) and possibly References) are reviewed. Actual construction of resumés is a shared endeavour between PSO and servicemember, with the main responsibility being the servicemember's. Covering letters are explained, emphasizing brevity, clarity and courtesy. Additionally, the role of application forms and broadcast letters is discussed. Examples of guides/references used by BPSOs for resumé and letter preparations are Boll (1965), German and German (1974) and Dickhut and Davis (1976).

The campaign strategy for job searching is developed. PSOs emphasize that service people should complete a thorough study of all potential places of employment and all potential individuals (civilian acquaintances, friends, family members) who might assist, explaining as precisely as possible the skills possessed and the employment sought. Servicemembers are encouraged to maintain continual contact with the CEIC/SCAN counsellor. Very strongly emphasized by PSOs is the personal contact/ colleagues/"old boy network" as a job source since up to 90% of placements at some levels may be accomplished internally in civilian companies or as a result of personal recommendations from within. PSOs also discuss cautious use of private employment agencies.

The face-to-face "confrontation", the job interview, is reviewed extensively. Emphasis is placed on preparation through extensive knowledge of the organization and the potential job, preparation for standard questions and questions from "left field", willingness to be expansive and semi-relaxed but not boastful or presumptuous, unwillingness to employ military terminology or jargon, and readiness to ask relevant questions about the job. Some PSOs engage in role-playing to assist servicemembers with job interview basics. The possible use by employers of tests, inventories, or questionnaires is discussed. Finally, the significance of a "thank you" note to the interviewer after the interview is mentioned.

PSOs have access to numerous films, film strips, video tapes, books, pamphlets and brochures which are made available to servicemembers to reinforce the information provided verbally. The process defies a brief explanation for there is no standard sequence or identical line of information for all servicepersons. However, this general outline has provided the main points.

CONCLUSION

Career counselling for servicemembers contemplating second careers is a complex process. Thorough self-assessment, man-job matching, and learning applicable job-search techniques require time and contemplation. Repeated interviews with the PSO will occur. Accordingly, CF personnel are encouraged to commence their SCAN activities five years prior to their anticipated release in order to ensure all processes can be completed. In reality, most servicemembers gear up for a second career only in the last year; therefore attempts are being made to encourage earlier involvement. Additionally, of course, some servicepeople sail through the transition relatively stress-free because of their own forethought, preparation and self-awareness. Unfortunately, still others fail to take advantage of the SCAN program until, too late, they are part of the civilian labour situation.

The SCAN program is one program with a very high profile in the work routine of the PSO. The program has strong support at all levels of military management. As well, the program is rewarding not only to clients but to PSO counsellors who observe and are a part of the personal growth of servicemembers seeking second careers.

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POLICIES FOR CAREER INFORMATION, GUIDANCE AND COUNSELLING IN THE TRANSITION FROM SCHOOL TO WORK

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Sommaire: La séparation physique et économique de l'éducation et du travail chez les jeunes a provoqué une crise à l'échelle des Etats-Unis. La reconnaissance de cette situation, en particulier pour les jeunes appartenant à des familles à faible revenu et à un groupe minoritaire, a donné naissance à deux grandes initiatives simultanément. Le présent atelier étudiera les répercussions de ces initiatives sur les fonctions d'orientation et de counselling. On passera en revue des idées et des modèles de programmes qui se prêtent à l'étude. On y présentera en outre une formule pour la prestation des services d'orientation aux jeunes privés des droits de représentation.

Zusammenfassung: Die scharfe Trennung zwischen Schule und Beruf, in physischer wie auch in wirtschaftlicher Hinsicht, führte zu einer Sozialkrise, die in den USA besonders Jugendliche aus den unteren Einkommensschichten und aus den Minoritätsgruppen traf. Als man diese Krise erkannte, wurden zwei wichtige und gleichlaufende Initiativen entwickelt. Der Workshop befaßt sich mit den Auswirkungen dieser Initiativen auf das Berufsberatungswesen. Beispiele von Ideen und Modelle von Programmen, die sich für eingehendere Studien eignen, werden besprochen. Ein Beratungsmodell für unterprivilegierte Jugendliche wird vorgeführt.

INTRODUCTION

I would like to divide this paper into two parts. During the first part I will read excerpts of a paper on Youth Employment: A Past, Present and Future Issue. The second part will describe the Youthwork program efforts and a recent review of the Career Information Guidance projects for which I have responsibility.

PART I

YOUTH EMPLOYMENT: A PAST, PRESENT, AND FUTURE ISSUE

The rapid social and technological changes which have occurred in the United States since the beginning of the twentieth century have brought to the surface a variety of complexities and contradictions which baffle both the experts and the average citizen. There are several disparate forces, which call for a redefinition of the needs of youth and young adults; a restructuring of our delivery systems; and a re-examination of how we value and use our human resources.

I believe the greatest challenge to the resolution of our present crises is the conservation, restoration and revitalization of our human resources. The most viable, vital resource available to us is our young people. We have a tremendous reservoir of talent, energy and person power ready to be tapped and developed. We have available the knowledge, access to information and experts available to tap this resource. We do have the technological, natural and human resources to forecast and control the future; we do not have the time or the leisure to ignore this opportunity to capitalize on this resource or these possibilities.

Until recently, young people had been our most important human resource. Each succeeding generation had been endowed with certain inalienable rights and privileges, opportunities to acquire a quality education, special status in the family and community and designated roles and responsibilities in the labor force. Many concomitant events appear to have reversed this special ascribed position for today's generation, the changed character of public education, the baby-boom, civil rights movement, changing national priorities and changes in the family and community. Youth are now our biggest problem. They have been alienated from society, de-valued, given few acceptable roles and not enough work to do (Pearl, 1978). These young adults have legitimate reasons to be frightened of the present and the future. They are constantly bombarded with the complexities of this society and are given lip service to their roles as future leaders, while at the same time denied opportunities to participate fully in the shaping of that future.

In addition to the new status, which inconsistently separates, protects, rewards and punishes, they receive conflicting messages. Parents and other caring adults view them as capable independent and valued persons, yet educational and training institutions view them as mindless, incompetent "robots". In the schools, work place or community, the call for independent responsible action is accompanied by an indefinite list of do's, don'ts, acceptable standards of behavior, values and traditions. As expected, a frequent response to this conflictive situation is aggression, avoidance, apathy or total alienation.

Blacks, other minorities, and poor youth suffer even more serious devaluation in the educational arena. They face continuing and pervasive racism, myths and stereotypes of broken homes, poor skills and language difficulties, as well as the overt criticism and denunciation by many teachers which make the school a hostile environment. Thus, too many minority youth leave school psychologically long before their physical departure at age 15.

This obsolescence and devaluation of youth makes it difficult for them to gain a sense of usefulness or to participate actively in all aspects of American society (Pearl, 1978). The rapid pace at which change is occurring in the USA and throughout the world appears to mask for some people, particularly those in policy making positions, the inherent dangers of the exclusion of individuals during the prime period of life. Though civil authorities are "Protest-proof" today, few American people, young or old, have not reaped the benefits or recovered from the battle-scars of the "Youth movement of the 60's". This "idealistic", spontaneous, mass social revolution forced many changes upon our society, redirected our economy and presided over a revolutionary period of "Future Shock" (Toffler Term).

In addition to observed political and cultural changes which occurred during the post-war baby-boom, the recent generation of young people has contributed to many continuing problems. As enrollments increased, schools became over-crowded; affluence allowed many parents to move to the suburbs; anticipated job opportunities brought many Blacks from the south to northern urban cities, Mexican and Cuban Americans to the southwest and Florida, as well as Puerto Ricans and West Indians into New York City. The increased numbers of youth and the changing ethnic characteristic of schools, particularly northern and urban schools, have contributed to the fluctuation in classroom space and teacher shortages and subsequent surplus; rising crime rates; unemployment; housing shortages; as well as busing problems; racial confrontations and the higher education "crisis".

Important, and perhaps the most traumatic impact of the period, was the breakdown in communication between the youth culture and the adult world. These young people, who rejected the work ethic, materialism, conventional social norms and institutional disciplines externally imposed on individuals, became alienated and in opposition to the larger society (Scranton, 1970).

Young people today bear the full burden of this history. As discussed by Art Pearl in the Value of Youth (1979), youth problems are derived from their changed position in society. "They do not have the legal protection accorded adults. They have no political power. For all but a privileged few, schools are like warehouses rather than places for useful learning. In the work place, too, youth are restricted by law and by discriminatory practices from making their way."

The point that Black and other minority youth are even more deeply affected by this conflictive situation, which is compounded by continuing and pervasive racism, is illustrated in the following comments from youth.

A young Black female high school junior in California:

> "I don't think any older people really know what its like to be a teenager these days. Everyone suspects us. We're black, we're young - so we've automatically done something wrong. On the street people are afraid of us; but how come no one realizes how afraid we are" (Black female, Olsen, 1979).

Another Black female from Baltimore states:

> "There's a breakdown of the family and the community because of the cost of living and inflation. A lot of people are shooting other people because of the high cost of living. Young people become dope addicts and some die from overdoses. It's an escape. It's the one they use the most" (Black female, Morgan, 1979).

A Black male also from Baltimore says:

> "I see a lack of responsibility that comes

> from the public schools. It's not all the schools' fault. The blame is shared by peers and parents. But you come through the schools and its "hi" and "bye". If your family is struggiing they don't have time to spend with you and you wind up in the streets where everyone wants to be the next (Al) Capone. Young people in the streets believe that you can always go against those in power, those in authority and they're not looking for working within the system" (Black male, Morgan, 1979).

Students who participated in a youth workshop held recently in Baltimore, Maryland cited a variety of causes that they feel cause the alienation of Black youth from community and political involvements:

- A disenchantment with traditional authority figures in the churches, homes and schools.

- A dissappointment in the commitment of some teachers in the public schools.

- A lack of general knowledge about the importance of voting and community involvement and what the process can do for them. (Morgan, 1979).

In most U.S. urban communities minority youth find themselves in schools where classes average 30 students; they move through hallways and school yards in which vandalism and violence are regular occurrences (Olsen, 1979). An increasing number of teenagers are finding ways to avoid high school. About one-quarter of them "drop out"; an increasing number "tune out" (absenteeism and hall-walkers); and others find ways to graduate early (Stern, 1979). Many dropouts and youth who leave school with poor skills enroll in CETA training and public service jobs. For many youth this becomes simply a "way station" with limited possibility of employment and training. Many minority youth are "Making their way along, doing the best they can "(Olsen, 1979), alienated from the schools and the community and feeling a sense of surplus powerlessness.

Generally it is believed that high youth unemployment is expected and not as serious as if adults were unemployed, and that high youth unemployment which occurred during the seventies is the expected consequence of the post-war baby-boom, disappearing when the population of youth in our labour force decreases in the eighties. Frequently it has been said that youth are at a severe disadvantage in seeking employment in that they have no experience, little knowledge of jobs available, are unaware of their abilities or interests, have poor work habits, and difficulty with on-job relationships. In reality there are other problems which are not frequently highlighted. There have been many changes in the hiring practices of employers. The minimum age for hiring is higher than it used to be. The labour force is better educated and better trained, therefore job requirements are more demanding than they were. Minimum wage laws have been cited by employers as reasons for not hiring youth. Government programs requiring increased paperwork and strict regulations are scorned by many employers. Vacation, part-time jobs and "youth" jobs are decreasing. Competition in a tight job market, with increasing numbers of new entrants among women and immigrants and shifts among experienced workers in the field make it extremely difficult for young people to move into the labor force at a time when it is critical for them to obtain that first full-time job.

Black and other minority youth are severely hampered by the lack of information on job availability. The informal networks of parents, friends and neighbors which yield jobs for white youth are closed to them. The formal agencies, employment office and placement services limit access due to delays, bureaucratic red tape and high reliance on prior work history. Employers continue to exhibit personal preference and arbitrary requirements which reflect racism and sexist barriers for minority youth. Certain skill level jobs, menial, dead-end, low-paying, are reserved for minority youth. Dress-codes, behavior, tests, reference checks are also used to discriminate. Many youth are still stigmatized by their participation in the youth movement of the 60's. A basic concern here is the labeling of minority youth, who are too often required to identify themselves as either hardcore, high-risk, disadvantaged, delinquents, drug/alcohol abusers or juvenile offenders in order to obtain their citizenship right to quality education, meaningful jobs, adequate social services and effective guidance and counseling. So while they are neatly pigeonholed by this oppressive classification system, they are also held responsible for poor skills, no jobs, limited opportunities and inadequate education.

Society today is fragmented and compartmentalized; communities are no longer self contained and they no longer meet all the essential needs of their residents. Food, shelter and clothing needs and work and leisure experiences typically are provided for by distant, impersonal bureaucracies. Schools are isolated from community organizations. The work place often is miles from home. Crime is dealt with by one agency, welfare by another and there are few connections and little continuity among them. Many people never participate in community events or local government.

The separation of education and work, particularly for young people, has been both physical and economic. Prior to the industrial era, young people worked along with their parents and were an integral part of the community. Subsequent changes in the economic and social structure brought about the need for compulsory school attendance and child labor laws which, in addition to their advantages, also excluded children and adolescents from the work place. Youth today have fewer opportunities to see parents and adults in a work situation. Those adults with whom they come in contact are isolated from the world of work. It is no longer possible at the age of 14 to drop out of school, move into a job market and up the job ladder to successful, rewarding careers. In order to bridge the gap between school and the job, young people need help.

They need a sense of security, a sense of usefulness, opportunities to contribute to society, friends and equal partners who can provide developmental support. We must restructure our education and work environments to meet the needs of today's, not yesterday's, society.

Also we must reorganize our public education system to provide an equal education to all youth, to develop those skills compatible with their interests and abilities without rigid classification by unfair testing procedures or acceptance/rejection based on racial, religious or economic background.

Federal Government Initiative – Knowledge Development

The problems of youth employment are not new on our nation's agenda. Many federal initiatives, including the Manpower Development and Training

Act (MDTA), the Economic Opportunity Act (EOA), Title VII of the Civil Rights Act, Social Security Act, Career Education Incentive Act and the Comprehensive Employment and Training Act (CETA) have attacked the employment problems of youth, with stated goals to reverse the trends for Black and other minority youth. Despite these efforts, minority youth unemployment continues to escalate as white youth unemployment begins to decrease. The plethora of studies, conferences, special commissions, task forces, reports, and commentaries often result in the "explanation" of high white youth unemployment but has yet to yield satisfactory answers for Black and other minorities.

Our federal government's investment in programs for youth is now approaching over 4-billion dollars a year. A recent newspaper article reported that 65 billion had been spent in the last 16 years, enough to give every youth between the ages of 16 and 21 $250 a year, and low-income youth $750 a year. This is a small amount considering the magnitude of the problem. However, we don't know "how to use federal funds to improve the transition from school to work". Each year, over half a million youth leave school without completing their high school education. Many of them enter the ranks of the labor force and, unable to find work, become a statistic, unemployed and discouraged; moving from one job to another trying to find meaningful, satisfying employment. Others stop looking, or never start, knowing that no jobs are available. In some cities youth unemployment reaches 60% (primarily Black males in inner city areas). The Youth Employment and Demonstrations Projects Act (YEDPA) of 1977 appropriated 1.5 billion to increase knowledge about how best to resolve these problems. Although the programs in the Act had been tried before, it was indicated by Mangum and others that the research nature of the Act would yield knowledge about the most effective way to ease the transition from the school to work (Mangum, 1978).

Despite the considerable activity underway, information for improving policy and practice too often falls short of what is wanted. More is known about the intentions of innovative youth programs than about what is happening in these programs, who is being served, or program quality. More is known about what is happening than about outcomes. And more is known about outcomes than about what caused the results. Too little has been learned from past failures: not enough has been learned from past successes.

Within the past decade considerable efforts have been undertaken to close the gap between school and work. Ironically, these efforts have been far more successful in their provision of more employment for adults, not youth. The proliferation and definitions of terms such as "Career Education", "Vocational Education", "Experiential Education", "Cooperative Education", "Intership", "Apprenticeship", "Work-study", "Work Experience", "Service-learning" are confusing at best. The diversity of programs provide a list ten times as long. The extension of the educational franchise to the community, technical/vocational schools, two-year institutions, businesses and industry, government agencies, private, non-profit (and not for profit) groups, voluntary groups and clubs/organizations, as sponsors of these programs has been a positive move. But the lack of coordination and cooperation between and among these groups is one which has become a recent concern and is beginning to receive needed attention.

The Carter Administration's concern over the youth crises was such that the only new domestic initiative in the 1981 budget was a proposal to establish a $2 billion program to try fresh ways of attacking the problems. What is now being proposed by the White House is a free-standing bill which will attack this problem through two major and concurrent initiatives. The Department of Education will address the in-school youth who, without appropriate intervention, threaten to become part of that unemployment statistic; the Labor Department will increase the quality and scope of its efforts with youth who are out of school. Program distinctions and turfs within each agency will be pointedly blurred, if not sacrificed, to the end of reaching these youngsters with large concentrations of direct services. Should this long-range mission work, it is predicted that 3 million adolescents will be spared the social outcast role now experienced by the recipients of our massive welfare and rehabilitation efforts.

The primary purpose of the legislation is to provide a broad range of employment and training opportunities for youth to improve their future employability and to promote to the maximum extent feasible, coordination among institutions capable of providing such opportunities. Title I amends title IV of CETA to achieve several objectives: (1) to extend and strengthen those provisions of existing law which have proven successful; (2) to consolidate individual youth programs and eligibility requirements, to the extent practicable, in order to streamline the delivery system and reduce administrative cost and delay; and (3) to alter and improve certain provisions of the current law as needed. Title II authorizes a new program to increase employability of disadvantaged youth to be accomplished through school based programs in basic and employment skills training.

This bill, which has been passed by the House, voted out of the Senate Committee and is now awaiting action by the full Senate, has created concern and controversy. Questions are being raised about the feasibility of spending this money on the same systems which caused the problems.

Public Schools have perhaps carried more than their share of the blame. Some believe that if the schools did well what they were established to do - prepare young people for life after school - retention would improve, youth would graduate employable in terms of skills, attitudes and abilities, and they would be able to enter and succeed in postsecondary education or to progress into mainstream employment. Others have argued that schools are already doing their task for most students and that the problems lie primarily in lack of jobs for youth. Still others feel that it is beyond most schools' capacity to deal with the hardest-to-reach youth who probably would not benefit much from a fuller employment economy.

CETA is the government's largest job program launched in 1973 as a decentralized program created to give communities more authority to design and run their own programs. Some of the problems built into the CETA program were that all employment was secondary to private sector stimulation, no person could stay on the job more than 18 months and limited dollars were appropriated. The CETA program has recently had to implement procedures to offset widespread allegations of fraud and abuse in the programs: with charges that local government officials were using the job money to pad government payrolls or give jobs to their friends and relatives. They have also created the Private Industry Councils (PIC) which will incorporate the private sector involvement.

Many of the mechanisms for implementing the new program are already in place but have not yet been brought together, such as the on-site-school councils that will give direction to the program. These councils will be formed from community based organizations that presently handle the local CETA jobs programs with the addition of school administrators and local businesspersons who sit on the government sponsored Private Industry Councils. The plan is to plug the CETA system into the school in an attempt to make inner city schools work. The incentive to make it work is money. The legislation contains specific benchmarks or performance standards to be met in increasing basic skills and improving eventual employment.

Whether it will work will depend on many factors but most critical is the level and quality of cooperation between the Departments of Labor and Education. Most of us are aware of problems negotiating within one bureaucracy and, therefore, frightened by the idea of two bureaucracies. As Sol Levitan at the George Washington Center for Social Policy Studies noted, "you don't get cooperation from two equals". Most authorities agree, however, that it is cost effective to bring the schools and the labor market together to prepare and equip young people with what they will need.

The other key to the success of the bill is believed to be the cooperation of local business persons. This concept is building on the three year YEDPA legislation which mandated a 22% set aside of CETA funds to foster cooperative job efforts and the recently formed PIC's. Initial skepticism based on the experience of these two efforts has been noted. Marion Pines, who directs the Baltimore jobs program, which has been heralded as a model CETA program, spoke of the business mistrust of government based on their experience with the tax credit program. Her quote, "I thought the targeted job tax credit was a great idea but it's been marketed poorly and the bureaucracy has screwed up with it. Business is wary of the federal government. In one of our programs we had to put, 'This is not a government contract', on top in bold letters because business is so up in arms about the federal government. They worry that if they take it, Occupational Safety and Health Administration will come and visit them or the Environmental Protection Agency will look at them and things like that. Some worry that if they take the tax credit, they will get an Internal Revenue Service audit and they say it is not worth the hassle".

Without presupposing the outcome, my personal opinion and our experience at Youthwork lead me to believe that implementation will be formidable. My personal concern is philosophical and political. The development of this legislation by the administration's Task Force headed by Vice President Mondale received input from a broad-based representative sample of the population throughout the country. The astute body concluded from the evidence presented that the causes of youth unemployment are many, and that no simple solution of the problem exists. Nonetheless, there was general consensus that youth unemployment is caused by the lack of jobs for youth as well as by the general absence of marketable skills among youth, by inadequate education and by insufficient opportunities. It was the opinion of the House Committee on Education and Labor that the roots of the problem lie both in the labor market and in the educational system.

While it is agreed that the causes are many and there is no simple solution, I believe that the root cause of Black and minority youth unemployment is the continuing and pervasive racism which dictates the structure of the economy and political priorities. A major difficulty in designing effective approaches can be partly attributed to an unwillingness of the people in the U.S. to come to grips with the ever present need to make systemic changes. This notable effort, as have other similar efforts such as CETA and the Career Education Incentives Act, is already being challenged by competing national priorities and will become stymied by the competing claims of subgroups of the nations population.

I do not believe that we can continue to plan and develop programs for people without significant input and regulations which mandate implementation by the people who are affected, i.e., youth themselves.

A member of the U.S. Congress has described the legislation as an election-year sham, and stated that the money being pumped into education through the proposed initiative will not make up for that already cut out of other educational programs during the budget cutting process. The issue of detailed cooperation between the Departments of Labor and Education is not a minor one. As noted by the earlier referenced news report, interagency squabbling over the program could lead to Congress later deciding to give all of the money to one agency or the other. Whatever the outcome of these issues, there is further concern that many programs with the potential to benefit youth and minorities tend to be transferred into services for professionals, once the program has been funded and the youth become objects of "research and rhetorical classification" (Butler 1977). We have seen too many programs become "political footballs" and upward mobility for white professionals. Whatever the intent of legislation or stated purpose of programs, the practice has much too often been more of the same. The same people, institutions and agencies that have created the problems are given responsibility for their solution. The people who can ask the right questions, who have a commitment to change the way things work, who are affected most by the problem are not a part of the power base. There is no greater task or more important task than for Black and other minorities to assure that programs designed to meet the needs of minority youth must be designed, directed and implemented by minority people. This is particularly critical for research efforts which are used increasingly to set the nations policy agenda.

This legislation which has received strong support from the American Personnel and Guidance Association provides a strong guidance and counseling support. Clemmie Solomon, who testified before the subcommittee, indicated that counselor, counseling and guidance appeared 15 times in this bill and this is important. Though it is not the ideal, it is a step forward. We are very much interested in the bill and would like to see it strengthened. More importantly, Nancy Pinson, a trustee for the Vocational Guidance Association, in a paper presented to the committee summarized that Counselors have learned, through first-hand experience, that minority youth unemployment – unlike youth unemployment in general – cannot be attributed solely to lack of specific job skills, work motivation, or even the ability to communicate their accomplishments to potential employers. They have also learned that they and their colleague educators will need to employ radical new approaches, if they are to change the perceptions of these youth that schools are detached, if not unsympathetic learning environments. Counselors proposed contributions should be the mobilization of community resources and peer support systems, heightened family contact, the use of indigenous role models, and a completely overhauled construct of job information, readiness, exploration, search, placement and follow-up. These are a few of the essential actions education will need to take if the cycle of disadvantagement is to be arrested in mid-course.

Guidance and Counseling

The dilemma of youth, the problems faced by youth and the needs of youth are not insurmountable. We do need to re-examine these needs and to restructure the delivery of services that can meet them. The resources necessary to provide this response are available and in place. There is definitely a leadership role for guidance and counseling professionals. As noted by Ed Herr in 1978, guidance and counseling processes are "major social instruments capable of improving the quality of life for many persons, stimulating life-long learning, facilitating human development, and rehabilitating those on the margin of American educational and occupational opportunities" (page 17).

Counseling and guidance practitioners must constantly reevaluate their view of youth, their understanding of change and their approach to working with youth in a changing world. We cannot be in the position of using the same approaches to problem-solving that were used in the last decade or perhaps even last year. Much of what is going on in career guidance and vocational guidance is either obsolete or ignores certain bodies of knowledge to which we have access. Some knowledge we don't have. There is limited knowledge on what works best for minority youth. The policy questions raised by Ernie Green in 1979: who to serve, how well to serve them, what mix of program aspects young people need, why young people tend not to be where the programs are, are still unanswered.

Counseling and guidance specialists addressing the issues of school to work transition need to be aware of some important issues. In 1978 alone over 2.5 million youth were unemployed. While some were voluntarily changing from one job to another, many were looking for full-time, permanent jobs and could not find them. Males had a more difficult time looking for employment than females; school drop-outs were more likely to be involuntarily unemployed than school completers; and overwhelmingly, Blacks, Hispanics and Native Americans had higher unemployment rates than did other minorities and whites. Other changes which have implications for education, training and employment of youth which were outlined by Anita Mitchell in 1978 are: people live longer and work longer; education is a lifetime pursuit; part-time work is a viable option for an increasing number of men and women; most persons will pursue a series of occupations over a lifetime; the office is no longer the focal point of work; some persons will stay at home to work - using telephone, closed circuit TV etc.; many will never marry, but housing will be shared (singles and mingles); recreation environments will prosper; service, particularly information processing, will be the biggest business; and as executives need to be more open-minded, sensitive, flexible and adaptive to change, there will be more women executives and men will begin to take on these characteristics of empathy (Mitchell, 1978). These are only a few of the changes and realities of life in today's world which tend not to be incorporated in our theoretical career and occupational approaches.

Guidance and counseling programs and practitioners have a long history of being the facilitators and initiators of the kind of changes that are needed. Most education to work objectives "Are either completely comprised of the types of knowledge (e.g., self and career awareness), attitudes (e.g., personal commitment to work and educational values) and skills (e.g., decision making) which guidance and counseling processes clearly facilitate or such knowledge, attitudes and skills are the mediators of other behaviors (e.g., educational achievement, work adjustment)" (Herr, 1978).

It is clear from present legislative efforts as well as from research implications that the quality and quantity of guidance and counseling programs will have a major impact in achieving national goals and objectives. Despite some equivocal research findings, specifically those in which the research design and measurement methodology are suspect, there is an existing research base which provides evidence that guidance and counseling do make a significant difference in educational achievement, in self confidence, in knowledge of opportunities and in gaining access to employment (Herr, 1978).

Young people recognize that various types of information are important for planning and decision making about work and education. However, most available occupational information is incomplete and/or distorted; much of it intentionally so. Government agencies, professional and occupational organizations, business, industry and commercial firms provide information which is so selective it tends to be both unrealistic and inaccurate. At the same time, we have no evidence that furnishing the present type of information to youth helps them with planning. Clearly, students will probably not process the information (if indeed they access it at all) unless they are aware of and stimulated by its relationship to something meaningful in their current lives or imagined futures (Mitchell, 1978). Young people are desperate for realistic information and real work exposure (who they will work with, under what conditions and what it feels like). They need to understand the labor market, workers' rights, union activities, affirmative action, laws which protect them, women and minority problems in the job market and other realities they will face throughout their adult lives (Olsen, 1979). This information needs to be available when the student is ready, at a place it is easily accessible, in a form which is easily digestible and linked to a person (counselor) who can help the student relate the information to his or her characteristics, needs, values and experiences.

Additionally, young people need planning skills (financial, personal and educational) and decision making skills (defining problems, assessing resources, determining options and taking action). Few programs actively teach individuals the components of a sound decision making process or provide for guided practice of these skills in real life educational or occupational planning. Learning must be related to the learners current and/or perceived future needs (not those perceived by the teacher or the counselor). Although motivational theories and psychological research have demonstrated that the individual cannot be separated from the social milieu in which he or she functions, we continue to ignore these interrelationships. Therefore, there is a strong need to obtain additional information on the different ways of providing information, how the information changes the behavior of individuals and how it should be tailored to meet the needs of minorities and low income youth.

The lack of political powers and legal protection accorded adults (Pearl, 1978) is expressed by urban young people as barriers to learning in addition to academic problems. They feel: they do not learn enough; helpless and angry because they don't acquire skills and don't know how to demand a proper learning environment; cheated by teachers and other students who deny them the right to learn; many teachers don't teach at all out of disinterest; that they lack skills; and they fear other students or racial prejudices and therefore are left at the mercy of dynamics beyond their control (Olsen, 1979). This litany supports the call for counselors and other professionals to become "systemic change agents" and social action lobbyists (Smith, 1978). "A theory that values Youth", must integrate self and societal appreciation and must bring together individual needs and societal needs (Pearl, 1978).

The foregoing analysis indicates that resolution of the issues facing young people can be addressed more effectively if it involves them. They are capable of influencing and assisting in all phases of planning, decision making, knowledge development and project operations.

A number of reports, studies and documentaries have analyzed the status of guidance and counseling and made recommendations for improving the practice and delivery of services. Only a few of these have polled youth about their priority issues for youth policy research and action. One recent research project on guidance (Olsen, 1979) found that "urban young people – in and out of school – speak of three critical areas of need for information and guidance: help planning their futures; help getting through school; and help understanding themselves and relating to others".

Only a few people identify racism, language and cultural barriers as causes of high unemployment among blacks and other minorities. Also only a few people recognize the critical and chronic nature of minority youth unemployment. The generalization that youth unemployment will abate because of a tapering of the population is not true for minority youth in the labor force who overwhelmingly come from low-income families and who will experience minimal population decrease.

Too many minority youth are kept outside of the range of educational and job opportunities. Existing services and agencies are minimally effective in responding to their diverse needs. Blacks and other minority youth are doubly victimized by "the contemporary work and school environments that devalue youth" (Pearl, 1978). To adapt Pearl's theory of valuing youth to minority youth requires addressing the "whole" range of critical individual and community needs within a cultural context. Minority youth must be provided with a sense of group identification and personal power/control over their lives and future. We cannot isolate the education or employment issues from the many other problems minorities face in this society. Programmatic efforts should address the development of personal management, social skills, economic development, group consciousness and community responsibility.

Although there is no magic answer to completely eradicating the problems of racism and discrimination in the schools, employment and training programs, economic policies or government, there is evidence to support the mobilization of young people to bring about change. In the late 60's, Black students shifted their targets from the "streets" to the college campuses and demanded that institutions make structural and environmental changes which would meet the needs of Black people. Such political power, combined with job creation (self-employment and performing needed services) and having youth participation in planning projects, program development and evaluation are important and necessary ingredients of career development for all minority students.

PART II

Established in January 1978, Youthwork, Inc. is an intermediary between the private and public sectors, assisting government agencies and the Foundation world in targeting and administering public funds. One of its primary missions is to aid the U.S. Department of Labor in the implementation of the Youth Employment and Demonstration Projects Act of 1977 (YEDPA). The Board is composed of a consortium of Foundations including the Field Foundation, Public Welfare Foundation, the Southern Education Foundation, the Taconic Foundation, the Eleanor Roosevelt Institute and the Rockefeller Brothers Foundation.

Youthwork, Inc. has a unique opportunity to develop knowledge on effective strategies for facilitating the school to work transition. As an intermediary between various federal offices and a range of public and private groups including local school agencies and community organizations, it has as its major task to assist all parties with a minimum of red tape and a maximum of expert knowledge. The degree to which this task has been or can be accomplished is dependent on the willingness and flexibility of these agencies and institutions to address systemic change.

Youthwork, Inc. administers 82 projects across the nation. Initiated in the Spring of 1978 as a national experiment, program operations staff has conducted two major competitions for exemplary projects in six focus areas; reviewed over fifteen hundred applications for funds; monitored the funding process for 64 competitive projects; managed the contracting process for 18 non-competitive projects and provided technical assistance to each project in the development and implementation of its project design.

Both Youthwork competitions were designed to identify projects which most effectively proposed exemplary approaches to address key knowledge development issues. The initial funding competition awarded 46 grants in four focus areas: Career Information, Guidance and Counseling; Academic Credit for Work Experience; Expanded Private Sector Involvement; and Job Creation through Youth Operated projects. An additional 12 projects were developed subsequently to augment the exemplary in-school effort. A second funding competition identified exemplary approaches for education and training in two focus areas: Handicapped and High Risk (i.e., young people with especially poor long-term employment prospects), six additional projects were selected simultaneously with the competitive effort.

The primary purpose of making funds available for exemplary projects is to learn from them and make such understandings available to DOL policymakers and the public at large. A recent report written by project staff was designed to enhance the standardized Youthwork, Inc. knowledge development effort. The objective of this initial effort is "to examine the dynamics of project development and produce a set of recommendations which would simplify the development process and facilitate the achievement of project stability".

The initial funding period conducted between April 6, 1978 and September 30, 1978 was a five-stage selection process. Local proposals, one in each focus area, were chosen by the prime sponsor and submitted to Youthwork by May 30th, 1978. During the next six weeks over 500 proposals were ranked by 7 independent readers, site visits made to over 100 semifinalists, review and comments made by 9 regional offices and final recommendations made by Youthwork Board of Directors to the Department of Labor.

All negotiations and initial processing of sub-grant agreements were completed by September 30, 1978. This collapsed version of the process does not illustrate the level of activity or amount of effort required to communicate and coordinate this process by a new, developing organization, during school vacation period and prime sponsor's peak work period (summer youth program, end of fiscal year and submitting annual plans for the new year). The outcomes of this review process were instrumental in developing the subsequent process used for the non-competitive projects and the second competition.

The second competition conducted between April, 1979 and December, 1979, designed to help target funds to the neediest population and most effective service delivery organizations, was described in the guidelines as a careful, extensive and rather complicated selection process. Preliminary proposal outlines were submitted through the prime sponsor to Youthwork. Independent reviewers evaluated and selected 80 semifinalists for site visits and 35 of these projects were recommended to develop full proposals (with technical assistance provided by trained Youthwork consultants) for the competition.

The extended time and marketing strategy was instrumental in widening the scope of project operators, including more community-based and minority operators and improving the quality and scope of project design. This process could not however impact on institutional realities, i.e., the regional structures, the relationship between projects and primes, defining the appropriate place for projects within the organizational structure and assuring commitment from project parent organization to provide the necessary resources and linkages. Further analysis and refinement of the process is important to improving the stability process.

Recognition of the central nature of Career Information, Guidance and Job-Seeking Skills in the school-to work transition was a key element in the decision of the Youthwork framers to designate these concepts into a major focus area. The Youthwork April, 1978 guidelines specified that exemplary programs in this focus area should "seek to develop, implement and assess (1) different programmatic approaches to improve the utilization of career information by youth for career planning and (2) successful ways of coordinating, managing and operating such programs".

Career Information, Guidance and Job-Seeking Skills as a title is somewhat cumbersome for repetitive reference and not representative of the range of activities covered. This title, as is true with many federal titles and regulations, attempts a specificity and satisfaction of political factions to the point of confusion. Without minimizing the importance of vocational approaches or discussing controversy between vocational and career programs, it is believed that guidance processes should incorporate the aspects of "either" for all individuals, regardless of the setting. Therefore, the reference used in this review will be Career Guidance.

Three interrelated factors are, perhaps, unique to Career Guidance and important to any analysis of programs. First, there is continuing controversy, as mentioned above, between vocational and career information, on the definition and roles of guidance and counseling as well as on vocational vs. career development. Second, most career/vocational guidance services are typically provided as a ancillary part of broader education and employment related programs. The third factor is that career guidance strategies are more fully developed to serve white middle class youth within the traditional education and employment and training systems. Four other factors which are not unique to Career Guidance are also important to this analysis. There is (1) a dearth of systematic and/or unbiased information on the career guidance needs of minority youth; (2) an unwillingness or inability among program crafters and policy makers to reform priorities and practices to impact the quality of life for low-income and/or minority youth; (3) continuing controversy about which, if any, of our present systems should address the employment problems of the poor and minorities; and (4) a recognition that despite all of the above, something must be done to improve and expand services and quickly.

Implicitly, each of these factors were given some measure of consideration in the Department of Labor's (DOL) decision to establish an

"Intermediary" and the subsequent formation of the Youthwork, Inc. (YW) application review and grant/contract awarding processes. The initial funding process, designed to determine which projects most effectively proposed exemplary approaches to address key knowledge development issues, did not yield comprehensive targeted demonstrations.

The Career Guidance exemplary projects funded through the Regional process included 12 project operators and prime sponsors. An additional project (Jefferson City, MO) funded in the Private Sector focus area was subsequently transferred to this focus area. Additionally, two projects among the finalists, in Pima County, AZ, were combined into one project, combining the Academic Credit for Work Experience component with the Career Guidance project design.

The geographic distribution of the projects includes sites in 7 of the 10 regions and 11 states, with 3 projects in the northeast, 2 in the south, 4 in the midwest and 3 in the southwest. The sites are located in 5 urban, 1 rural, and 6 suburban communities.

In terms of the populations being served, four of the projects are predominantly white; 3 are predominantly hispanic; and 5 have a mix of white/minority populations. LaPorte County serves a physically and mentally handicapped population; San Diego focussed on high school/college dropouts; High Point on junior high "drop-out prone" youth; and Wayne County on teenage parents.

Concurrent with the negotiations with these projects, Youthwork conducted an analysis of the projects selected and determined that the portfolio of projects did not adequately address some of the key knowledge development issues and did not include (1) minority operators, (2) predominantly Native American or Black populations or (3) projects in the northwest or deep south geographic regions. A team of Board, staff and associates recommended, and the Youthwork Board and DOL subsequently approved, 6 additional projects to be developed and contracted directly by Youthwork.

Type of Organizations/Operators

Projects funded through the Region of process represent the traditional systems for delivery of educational services, with the exception of the Rockford CETA operator. All are local education agencies, consortia of education agencies, private non-profit educational related agencies and/or community colleges. Each of the operators had extensive and well established track records in planning, operating and evaluating program services to a youth population as well as experience in handling federal contracts. During the negotiation and start-up phases of the projects, it was demonstrated that these operators did not have the same level of expertise in identifying or addressing the needs of low-income and/or minority youth or working with CETA programs. The majority of the program operations were suburban, insulated, impenetrable systems or urban, multileveled systems in which CETA funding provided a small percentage of their existing budgets or ongoing services.

In addition to their similarities as established education agencies, the level of readiness of the traditional systems (both education and employment/training) for innovation and redirection of priorities and resources is nearly uniform. Although each of the school systems had previous experience with work experience programs such as Youth Employment and Training, Cooperative

Education, Distributive Education, Career Education, etc., these programs generally operate peripheral to the "Academic" program and service the "ideal student", bright, articulate, highly motivated and consistently reinforced by the school and community.

Pima County is a private agency supported by 12 school districts which had successfully demonstrated the effectiveness of a Career Guidance curriculum infusion model for white middle class youth. This project had been implemented in the proposed target schools and granted exemplary status by the Joint Dissemination Review Panel (JDRP).

Boston Trilateral Council (Chamber of Commerce, National Association of Business and the school system) is another example of a private non-profit education related organization which had a history of success in coordinating school and work programs in Boston's schools. Wayne, Dallas, Fresno and Brookdale are examples of 2 school districts and two community colleges, respectively, which also attempted to coordinate, adopt and/or expand previously successful models for white middle class youth for low-income/minority youth. The South Bronx and Brookdale project designs linked two multi-leveled educational agencies, the Board of Education and higher education. The size and standard operating procedures of each of these organizations presented initial logistical problems.

In contrast, the non-competitive group or directly funded projects included organizations with good track records working with minority populations and less sophistication or longevity in handling federal contracts. They were identified and selected based on their willingness to support or introduce systemic change. Greene

County, as rural predominantly black community, and the New York City Handicapped projects are both established school systems. The New Jersey Consortium combined two large school systems (serving predominantly Black and Hispanic youth) with the state education agency, prime sponsors and local community groups. Open Road and MiCasa are both recognized community based organizations which operate in three separate sites. Open Road administers the project in three sites within a state. MiCasa is administered by three different organizations in three different states and two regions. Warm Springs Confederated Tribes is a system which comes under the auspices of the Tribal Council.

One of the emphases in the demonstration process was to demonstrate how or whether exemplary projects could be successfully integrated into existing structures. The Career Guidance projects represent a range of educational organizations and consortia of organizations in terms of size, organizational structure and community linkages.

The projects also provided an opportunity to respond to a number of priority issues defined in the application guidelines and subsequent knowledge development panel.

All of the project designs respond to more than one issue, include 3-7 components and can be described in general categories.

Career Guidance Curriculum Infusion — Five projects link career guidance concepts directly to the classroom curriculum by providing in-service and/or special training to teachers. The training period ranges from 5-10 sessions to a full semester. The content also varies from general career information in Greene County and High Point, specially developed content or models in Tucson and Boston to locally developed labor market and career information in Jefferson City.

Compartmentalized Guidance Activities - Thirteen projects provide a variety of career guidance activities separate from the school curriculum including, but not limited to, counseling, career information, basic skills, job-seeking skills, decision making, and identification of individual interests and abilities.

Alternative Sites - Five of the sites provide a comprehensive guidance and educational program in settings separate from the traditional school. High Point is an alternative school within the school system; Wayne County has a Continuing Education School for Girls which includes a day-care center; San Diego provides a 4 week training program for out-of-school youth; Greene County has a entrepreneurial program for high school graduates who are also enrolled in college courses; and Tucson includes youth enrolled in an adult evening program center.

Work Experience - Ten of the sites coordinate work with career planning. Peer counseling training and supervision is defined as work experience in the Brookdale, Fresno, and South Bronx sites; Warm Springs adapted the Experience Based Career Education Model to jobs-sites on the reservation; Greene County is training youth to develop and operate a Day Care Center; Youth in the Jefferson City Project have learning contracts with local businesspersons; La Porte provides Sheltered Workshop and private employment for handicapped youth. Handicapped youth in the New York Board of Education project are being trained as paraprofessionals to work with more severely handicapped youth.

Sex Stereotyping is the main focus of the MiCasa project which trains youth to identify sex bias in career planning and services and provides non-traditional job placement for career exploration. This unique design focusses on 14 and 15 year old youth, males and females and separate Black, White and Chicano populations.

Assessment and Evaluation – Open Road is another unique project which trains youth to assess, evaluate and make recommendations for change in the local school guidance and counseling programs.

Improved Coordination and Linkages – The New Jersey Consortium, Brookdale and South Bronx have focussed specifically on coordination and collaboration of services and programs providing career guidance.

Role of Guidance Specialists – Two projects have addressed the role of the guidance specialist. Greene County has utilized the counselor on job sites and trained parents to provide guidance more effectively. Teacher Advisors have been trained to provide counseling services in the New Jersey project.

In addition to the service delivery design, many of the projects have multiple sites. MiCasa, 3 states; Open Road, 3 sites; NYC, 4 boroughs; New Jersey, 2 cities; and Wayne County coordinated job placement services in 4 different school districts, utilizing different formats and designs.

Summary/Recommendations

The 18 projects funded under Career Information, Guidance and Counseling are strikingly similar in terms of their organization structure, background and history of providing school to work transition skills and community linkages. The majority of the projects are traditional education institutions which have provided a wide range of career guidance services to youth (students), have developed strong and viable linkages in the business community, and contracted previously with CETA for youth employment and training funds. Youthwork, Inc., as an intermediary between the Federal Government and these organizations, has provided an opportunity for these institutions to obtain funding for expansion of their services. It appears that submission of a proposal to the Youthwork competition was not preceded by adequate planning and consideration of the level of commitment and involvement necessary to make these projects instruments of change, i.e., innovative demonstration projects to meet the needs of low-income minority youth.

Based on the author's observations, the foregoing review, and reports from project operators, there appears to be some trends which, upon further investigation, should be instructive for designing, developing, coordinating and managing innovative programmatic approaches to meet the career development needs of low-income and minority populations. Generally, all of the project designs address a developmental approach (career guidance); provide comprehensive services; and the overwhelming majority of the projects are administered by traditional educational systems.

The regionally funded projects were submitted within an extremely tight time frame which could account for the significant number of projects which represented successful models, previously tested on predominantly white, in-school populations. One unmeasured criteria for selection of these projects was time; how quickly an organization could develop a proposal to respond to the Youthwork guidelines. The finalists in this process were subsequently required to adhere to their contractual obligations. A major deterrent to projects being capable of implementing their programs as planned was the lack of adequate planning and coordination. The delays in implementation ranged from 2-17 months. Projects which had done prior planning, i.e., High Point, Tucson and the directly funded projects were capable of immediate implementation.

Another factor which was highlighted in the review of projects was the differences in quality of linkages between large school systems vs. small systems and community based operations. The historical business-school relationship tended not to be as viable for CETA populations. The peripheral nature of the project also affected the intra-institutional relationship.

Although insufficient information was available for an in-depth analysis, there is some indication that adequate development of guidance processes is dependent on the educational, occupational and social resources which exist. Community-based organizations and small school systems which have developed neighborhood community linkages and hire staff persons who are representative of the population have a greater probability of getting their project's implementation underway within a reasonable amount of time.

Youthwork, as a new concept and a new structure within the federal system, had to earn its status and recognition. The process for directly contracting demonstration projects was smoother and the second competitive process more productive. The key issue appears to be whether we make an impact on the larger system.

Finally, as a package, the projects will not provide sufficient information to address the needs of or impact reform in priorities or practices for low-income/minority youth. The short time frame for submission of proposals, review process, types of organizations selected, planning process and staffing, severely limited the possibility of addressing these issues. The directly funded process greatly improved this possibility.

Suggested Steps to Improve the Process of Program Stability

Youthwork, Inc. as an intermediary agency to link established instructions, i.e., school systems and employment and training systems and/or to give information and support to organizations (particularly community-based organizations) is a viable conduit. The following recommendations are offered to enhance the success of the effort.

Recommendations:

1. An intermediary organization plays a key role in identifying, selecting and assessing the viability of project operators. The process used by Youthwork in the first competition was significantly improved upon for the second competition. It is recommended that this second review process be refined and developed as a standard process to fund federal grants and contracts.

2. Technical assistance and management of federally funded projects should be done by an intermediary with sufficient authority to make decisions within the guidelines and coordinate regionally for 6 or more projects.

3. Adequate planning, including input from key actors and prior coordination of resources, should be required in each proposal design. This supports the need for a three year funding period in which 6–12 months would be spent on planning.

4. Programs should be designed to meet the

special needs of low-income and minority populations realistically in terms of scope and level of effort needed to become operational and include the commitment of the agency to provide resources needed for service delivery. This requires a re-evaluation of youth and involvement of youth in program planning, implementation and evaluation.

5. Staff should be representative of the population to be served with the project administrator selected from the same ethnic background as the largest percentage of youth served.

6. Career Guidance (developmental approach) should be a philosophical model for school to work transition programs. The design should be comprehensive, i.e., include occupational, education, personal, and social goals, and based on the identified needs of the population to be served.

7. Processes related to stability are secondary to more pervasive issues which need to be addressed in traditional institutions. Programs and staff development approaches should be designed to address systemic deficits, and focussed on the enhancement of individual's capability to understand and communicate with youth served in the program.

PLACE: GUIDED STEPS TO EMPLOYMENT READINESS

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Sommaire : Axé sur le client et conçu pour l'aider à mieux se connaître, PLACE guide l'analyse au cours de laquelle le client découvre s'il est prêt à travailler. Cette analyse, ou exploration, s'articule autour de différents facteurs tels les compétences, les aptitudes à chercher un emploi, les habitudes de travail, les objectifs professionnels et la situation personnelle, facteurs que le client compare ensuite aux exigences du marché du travail. Afin de surmonter les obstacles à l'emploi et de résoudre les problèmes qui surgissent, le client utilise une méthode de solution des problèmes qui lui indique les programmes et les services appropriés mis à sa disposition par la Commission et les organismes locaux.

Zusammenfassung: PLACE ist ein selbstgesteuertes "Lernpaket" zur Untersuchung der Berufsbereitschaft. Es ermöglicht dem Ratsuchenden, seine Qualifikationen, seine Fähigkeiten zur Arbeitsuche, seine Arbeitsgewohnheiten, seine Berufsziele und seine persönliche Situation mit den Anforderungen des Arbeitsmarktes zu vergleichen. Der Ratsuchende bedient sich des Vorgangs der Problembewältigung und stellt fest, welche Programme bei der Kanadischen Arbeits- und Einwanderungskommission bzw. bei lokalen Stellen zur Verfügung stehen, die ihm helfen, eventuell entdeckte Schwierigkeiten und Hindernisse, die seiner Beschäftigung entgegenstehen, zu überwinden.

PLACE is designed to help individuals implement occupational goals. It provides a framework that outlines the employment-related issues they must face when implementing these goals. It also offers a system that helps them see how these issues affect the planning and implementation process they should pursue to get a job and do well in it. While PLACE has been designed primarily for the direct use of clients, it has also been used by teachers and counsellors as resource material upon which they have based programs, lessons or techniques of their own.

People who want to plan and implement occupational goals need to know:

A) The name of the occupation that interests them.

B) Whether they fit the skill and other qualifications requirements of their occupation.

C) Whether they are making or at least know how to make the best possible effort to find jobs and get hired.

D) Whether they are behaving or are able to behave at work in a manner that will show they are committed to doing a good job and "fitting in"; and

E) Whether they can cope with employment problems that they may have to face due to their own personal situations.

How PLACE is Structured

PLACE has been structured to help individuals explore each of the areas outlined above to see how it affects their readiness for employment (employability). Then it assists them in identifying programs and services they can use to help meet demands they don't already meet.

There are five Parts to PLACE. They are:

Part A	Identifying Your Occupation
Part B	Fitting the Requirements
Part C	Getting the Job
Part D	Doing Well on the Job
Part E	Personal Needs

Each of these Parts is made up of three components that clients use to guide them in planning the implementation of their career goals. The components are:

The PLACE Workbooks
The PLACE Sourcebooks on the World of Work

The PLACE Directory to Employment-Related Programs and Services.

Each PLACE Workbook provides a series of questions and instructions that users follow. In responding to these, they learn about the issues covered by the relevant part of the PLACE package.

Four basic steps are carried out and recorded in the Workbook using the Sourcebooks and the Directory as reference material. This process takes a slightly different form in each part of PLACE but the functions are the same throughout. First, clients are guided through an assessment of their employment readiness in terms of the topics covered in Table 1. Second, they are helped to identify and record precisely what criteria they must meet to be ready for employment. Third, they are helped to identify alternative methods of achieving the criteria they require but don't yet have. Finally, they choose one or more of these methods and use them to increase their readiness for employment.

When completed, each Workbook forms a record of occupational and personal information that individuals can use to implement their career goals.

The PLACE Sourcebooks describe in detail each of the criteria workers must meet (or, in some cases how to find out what the criteria are for their situation) in order to be ready for employment. The Sourcebooks are designed to be read in conjunction with their corresponding Workbooks. For example, the Workbook Part C directs users to relevant pages in the Sourcebook Part C; the Workbook Part D has the same function in relation to the Sourcebook Part D and so on.

Together, the Workbooks and Sourcebooks form an individualized learning package that guides the users' analyses of the labour market's requirements. By providing this information and guidance we hope to increase these individuals' understanding of the labour market. This, in turn, helps them to focus their efforts on specific, relevant goals, the attainment of which will result in increased readiness for work and eventually a job in their chosen field. Often a simple understanding of the requirements of the labour market as described in the PLACE Sourcebooks is all clients need to solve their problems themselves. In other cases they need more help.

The PLACE Directory completes the PLACE package. It lists programs and services that can help people achieve the goals they set for themselves as a result of using the Workbooks and Sourcebooks. It is structured according to the same topics as the Workbooks.

Use of the Directory is straightforward. Once an employment problem has been identified and defined in the Workbook, clients look up the PLACE employment topics with which they have a problem in the Index of the Directory. There they will find a list of Programs and Services that deal with the issue. Programs that are offered by community agencies as well as those provided by the C.E.I.C. are indexed with page references to their descriptions. By looking up and reading these descriptions, clients can obtain information on each. Using this information, they can choose the best available plan of action to solve their various employment-related problems.

Together these three components of PLACE form an integrated, individualized whole, suited to the needs of a variety of clients.

Applications of PLACE

PLACE has been designed so that its components and topics can be used in a wide variety of configurations. (See Table 2 for a list of the components of PLACE and their functions and Table 1 for a list of the topics of PLACE.) Here is a brief outline of some of the uses to which each of the parts of PLACE can be put.

Clients just entering or re-entering the labour market or just having chosen a new occupation will probably wish to start by using Parts A/B Identifying Your Occupation/Fitting the Requirements. These parts will help them determine how well they fit the skills and qualifications requirements of their occupation.

If, through using Parts A/B of PLACE, clients discover they lack certain skills or qualifications, the package can help them identify programs through which they can achieve these requirements. Moreover, because they will have listed their requirements in a systematic way, PLACE can help clients to choose the most efficient program; that is, the one that covers the least material redundant to their needs but still meets all of their requirements. This "prescription for training" process can sometimes shorten remedial efforts considerably.

Some clients, having used Parts A/B and seeing their deficits in an objective light, may decide to enter the labour market in an alternate occupation. Still others may focus their job search on employers who may be willing to accept applicants with those deficits. This can apply in situations where clients can arrange to be sponsored for a period of on-the-job training, (really a form of "prescription for training") or when the needs of the employer allow him/her to alter the duties of the position to accommodate the clients' skills.

Clients using Parts A/B who discover that they do in fact have all the skills and qualifications required, will have benefited as well. In this case, when they go on to do their job search, they will be able to project their suitability in specific and clear terms because of the analytical process they will have used in Parts A/B. Thus, they will be better prepared to complete application forms, to prepare resumés and to make their case during job interviews.

Once clients know that they fit the requirements of their occupations, either by using Parts A/B of PLACE or by other means, Part C, Getting the Job, will be useful to them. It provides both an assessment of, and remedial measures for, learning each of the key aspects to a job search. By using this part of PLACE, clients can check that they are using the available methods for pursuing a job search. If they aren't, they will find out what they should be doing to improve.

Part D, Doing Well on the Job, is designed to help clients who are losing jobs due to their poor job performance. Most people who lose jobs for this reason do so not due to a lack of work skills, but because of poor working behaviours. The information and analysis offered in Part D can help such clients pin-point their problems and take steps to change their manner of working. As in Parts A/B, the "prescription for training" concept mentioned above is important to clients with deficits in their working behaviours. In general, then, clients who can benefit from Part D are those with poor work records manifested by frequent job loss or poor references.

Part E, Personal Needs, deals with a series of issues that tend to divert people's energy from the needs of their jobs. The issues are quite diverse, as you can see from a glance at Table 2. These issues affect, in a variety of ways, people's ability to do their work. If neglected, however, they will almost always detract from a job search or, if a job is obtained, from work performance. There is no easy way to generalize about the type of people who can benefit from Part E, although people with poor work records often have to deal with some of the issues covered there. Basically, anyone who has or thinks she/he might have a problem with one or more of the issues covered in Part E should take the opportunity of using it. It contains everything from a budget calculation system to a method of determining and obtaining the care required for children or adult dependents, to analysis and suggestions for resolution of transportation problems.

By using Part E, clients will have a better chance of getting control of their personal problems. This, in turn, will help them to carry out a good job search and do well on the job once they find work.

The applications of PLACE described above centre on people who are in or are about to enter the labour market. PLACE can also be of value to individuals who are still in the school system but need to develop some familiarity with the demands of the world of work. To use PLACE in this way, teachers or counsellors can have individuals use the material as though they were about to enter the labour market in a specific occupation. This can be a useful exercise in simulating what it is like to work. If students have not made a choice of occupation, they should use the Index to Canadian Occupations (ICO) kit prior to PLACE. This kit provides a guide to exploring the entire range of Canadian occupations in terms of interests, temperaments, abilities and other personal characteristics.

As an alternative to using all of the components of PLACE, counsellors or teachers can devise lessons based on the material contained in the Sourcebooks on the World of Work. Taken together, these Sourcebooks are a good outline of the structure and demands of the labour market. And, although they have been devised for clients to use first hand, we expect that many counsellors and teachers will adapt the Sourcebook's material to their own needs and style.

The PLACE Directory to Employment-Related Programs and Services can also be useful to counsellors and their clients on its own. As the Directory indexes most of the important employment-related services of given communities, it can help identify services needed by clients for problems they or their counsellors have identified, either with or without the use of the PLACE Workbooks and Sourcebooks.

Summary

As a whole, the components of PLACE constitute an individualized learning package designed to help clients assess and improve their employment readiness (employability). Its components also have a number of independent uses. We hope that the PLACE material will help increase the interest of employment counsellors and teachers in the implementation stages of vocational development. We also hope it may stimulate the development of more and better methods and materials to overcome specific employment barriers. Future work that we are planning includes projects related to these ends.

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Table 1
Topics covered in PLACE: Guided Steps to Employment Readiness

PART A / IDENTIFYING YOUR OCCUPATION

PART B / FITTING THE REQUIREMENTS

1. Physical Requirements
2. Work Performance Requirements
    - (a) Duties of the Job
    - (b) Using Work Tools and Equipment
    - (c) Language Skills
3. Credentials
    - (a) Education and/or Training Requirements
    - (b) Licences and Certificates
    - (c) Memberships
    - (d) Citizenship Requirements
4. Equipment and Work Clothes Ownership
    - (a) Vehicles
    - (b) Tools and Equipment Ownership
    - (c) Work Clothes

PART C / GETTING THE JOB

1. Preliminary Steps
    - (a) Choosing an Occupation
    - (b) Checking Your Qualifications
2. Initial Preparation
    - (a) Preparing a Work Site
    - (b) Preparing Your Personal Appearance
    - (c) Preparing Your Personal Information Package
        - i) Preparing Your Documents
        - ii) Preparing Your Resumé
    - (d) Scheduling and Record-Keeping
    - (e) Locating Job Prospects
3. Making Contact With Employers
    - (a) Written Applications
        - i) The Covering Letter
        - ii) The Application Form
    - (b) Telephone Inquiries and Applications
    - (c) Personal Visits
4. The Interview
    - (a) Preparing for the Interview
    - (b) Participating in the Interview
    - (c) Evaluating the Interview
5. Follow-Up Procedures
    - (a) Keeping in Touch With Employers
    - (b) Dealing With Job Offers
    - (c) Closing the Job Search Campaign

PART D / DOING WELL ON THE JOB

1. Looking and Acting the Part
    - (a) Appearance
    - (b) Timekeeping
    - (c) Following Company Policies
2. Meeting Work Standards
    - (a) Work Methods
    - (b) Care of Equipment and Materials
3. Working With People
    - (a) Communications Skills
    - (b) Human Relations
4. Initiative

PART E / PERSONAL NEEDS

1. Finances
2. Transportation
3. Care of Dependants
4. Health
    - (a) Alcohol/Drugs
    - (b) Physical
    - (c) Emotional
5. Physical Limitations
6. Housing
7. Legal Problems
8. Discrimination

Table 2
Chart of the Components of PLACE and their functions

The Components	The Topic Areas			
	Part A/B Identifying Your Occupation/Fitting The Requirements	Part C Getting the Job	Part D Doing Well On The Job	Part E Personal Needs
PLACE Workbooks	- Guides the analysis of employability and refers clients to sources of problem solving methods.			
PLACE Sourcebooks	- Provides a guide to the requirements of the labour market - Is consulted by clients as they complete the Workbook			
PLACE Directory	- Indexes the programs and services designed to solve employment problems according to the PLACE topics they deal with. - Provides information that helps clients choose the program or service best suited to their needs			

NOTE: The PLACE Workbook is being published in four self-contained consumable booklets corresponding to the topic groupings indicated above

The PLACE Sourcebook is being published as four self-contained reference booklets corresponding to the topic groupings of the Workbooks

The PLACE Directory is contained in a three-ringed binder divided according to the PLACE topics

MEASURING COUNSELOR EFFECTIVENESS: THE ROLE OF CLIENT AND AGENCY FACTORS

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Sommaire. Pour évaluer l'efficacité d'un conseiller, il faut avoir une connaissance approfondie des variables suivantes: client, organisation, conseiller. L'évaluateur doit prendre plusieurs décisions lorsqu'il établit la procédure d'évaluation. Le présent exposé passera brièvement en revue les différentes méthodes de mesure de l'efficacité des conseillers. On y expliquera également les variables qui doivent être prises en considération dans l'évaluation, c'est-à-dire les objectifs du client par rapport aux résultats obtenus, les facteurs liés à l'organisation et le conseiller. On y fera également mention des résultats et de la structure d'une étude menée sur une petite échelle au sujet de la rentabilité du counselling. On présentera en outre une formule de mesure de l'efficacité des conseillers.

Zusammenfassung. Die Untersuchung des Beratererfolges setzt weitgehende Kenntnis der Variablen in bezug auf den Klienten, die Beratungsstelle und den Berater voraus. Der Auswerter hat bei der Entwicklung entsprechender Beurteilungsverfahren viele Entscheidungen zu treffen. Dieser Vortrag gibt eine kurze Zusammenfassung der bisherigen Bemühungen, den Beratererfolg zu messen. Die bei der Auswertung zu berücksichtigenden Klientenziele/Erfolge, Beratungsstellenfaktoren und Beratervariablen werden beschrieben. Aufbau und Resultate einer im Beratungswesen durchgeführten Nutzenkostenanalyse kleineren Umfangs werden dargestellt. Ein Format für die Untersuchung des Beratererfolges wird vorgestellt.

INTRODUCTION

Measuring the effectiveness of counselors and counseling, on the surface, seems to be an idea or concept fairly understandable and definable. I'm not saying it's thought to be an easy process. But when you hear the phrase counselor effectiveness you probably have a picture and a gut feeling as to what that means. That was true for me.

However, after reviewing and researching the concept of counselor effectiveness, you quickly realize how ephemeral the idea is. Counselor effectiveness is not a unified, well-defined phenomenon easily understood and agreed to by people. Furthermore, the measurement of counselor effectiveness is not easy, straightforward and unambiguous.

Counselor effectiveness has been discussed, examined, reviewed and researched for many years. The approaches to its study have been various. The phenomena actually studied have been various. Researchers'perceptions of counselor effectiveness have been various. And the results of the studies have been diverse, ambiguous, and various.

Most reported research examining counselor effectiveness concentrated on one or more aspects of the counseling process, on one or more outcomes of counseling, or on client or counselor characteristics. For example, some studies examined the personality characteristics of effective versus ineffective counselors.

This presentation will address five areas of interest in measuring counselor effectiveness. First of all, I'll briefly review some of the research which examined counselor effectiveness. This review will cover counseling (and in some cases, therapy) in general. The second area I'll address is the research literature of counselor effectiveness as it relates to employment and vocational counseling. The third part of my presentation will examine the client factors, agency factors and counselor factors which impact the measurement of employment counselor effectiveness. In the fourth part of my presentation I'll discuss a model for measuring counselor effectiveness. Finally, I'll talk about cost/benefit of counseling and report some data I recently collected and from which some very tentative and preliminary conclusions may be drawn.

COUNSELOR EFFECTIVENESS - GENERAL

In the counseling literature attempts at measuring counselor effectiveness typically address one aspect thought to be important. For example, characteristics of clients, or characteristics of counselors, or process variables, or outcome variables are usually studied individually with attempts to relate different factors and variables in each of these areas to counselor effectiveness. A few attempts have been made to look at more than one area, a more holistic view, of counselor effectiveness.

Several studies examined client characteristics and suggest that these characteristics influence counselor effectiveness. Gamboa and Koltveit (1973) present an interpersonal maturity level typology. They define seven progressive stages of interpersonal maturity and call them "integration levels". These levels represent characteristic ways individuals perceive what is in their environment. As the interpersonal maturity level increases, so does the perceptual field and the ability to perceive greater and greater amounts of inter and intra-personal material.

Maturity level 1 is the most primitive level found in babies who have a limited perceptual and response repertoire.

Gamboa and Koltveit feel that many clients come to counseling at maturity levels 2, 3, and 4. Maturity level 2 is characterized by individuals with little or no awareness of self with regard to influencing or not influencing what happens to them. They see people primarily as "givers" or "withholders" - those who please or displease them. Two behavioral subtypes identified at maturity level 2 are asocial aggressive and asocial passive.

Maturity level 3 individuals are at the stage of development where they are beginning to see they can elicit different responses from others but their interactions are based in terms of over-simplified rules and formulas. These individuals need structure, are cognitively concrete and see their problems as being solely external. Behavior subtypes are immature conformist, cultural conformist and manipulator.

Maturity level 4 individuals are able to differentiate among people. They have internalized standards and values by which they judge their own and others' behavior. Behavioral subtypes are neurotic acting out, neurotic anxious, situational emotional reaction and cultural identifier.

Maturity levels 5 and 6 represent well-integrated individuals who possess considerable self-understanding. Level 7 is an ideal similar to the Maslow concept of self-actualization. These maturity levels can be measured by an inventory developed for this purpose.

Gamboa and Koltveit suggest that counseling can be most effective if client maturity level is known. Furthermore, certain counselor characteristics and counseling strategies are more effective with different maturity level clients. For example, they report research which has shown that counselors who are effective with maturity level 2 clients are less concerned than other counselors with setting controls and limits for their clients. These counselors were less involved in the more traditional aspects of counseling such as focusing on feeling material. They were able to give structure and support and were not easily threatened by inappropriate and primitive client behavior often occurring in maturity level 2 clients.

In another study two writers, Boy and Pine (1978), identify three client factors which they feel are intimately related to counselor effectiveness. These factors are: voluntary client involvement, degree counseling meets client needs, and client awareness of impairing problem. All three of these factors are interrelated.

Boy and Pine believe that counseling is far more productive when clients voluntarily become involved in relationships with counselors. They are then cooperative, identify and see the need to solve or resolve concerns, and are inclined to expend energy in a counseling relationship. Persons tend to resist experiences not voluntarily chosen.

If the client is not in need of counseling yet finds him/herself in it because of a referring agent, the counseling won't be meeting client needs, so there is little chance for counseling to be successful. If a client is referred to counseling but is not aware of an impairing problem, the client will not be interested in engaging in a counseling relationship. The counseling will be effective in proportion to the client's awareness that a problem exists.

Research conducted by Paradise and Wilder (1979) clearly showed that reluctant clients reported less satisfaction and improvement with counseling than did other clients. Their subjects were 87 college students, all of whom were volunteers for counseling. Some indicated more reluctance than others by completion of the Mooney problem checklist. Client satisfaction was measured by client ratings on the counseling service assessment blank in three categories: overall experience in counseling, individual counseling experience, and the helpfulness of the individual counselor.

Paradise and Wilder concluded that reluctance of clients prior to counseling is inversely related to client-perceived improvement and satisfaction in a short-term counseling situation. Counselor effectiveness can be enhanced by the identification and resolution of reluctance by explaining the counseling process and being receptive to questions, concerns, and subtle signs of reluctance in the clients.

So in terms of client characteristics, the literature suggests that in order to maximize effectiveness, counselors should be aware of client stage of interpersonal maturity, degree counseling meets client needs, client awareness of impairing problem, and reluctance of client for the counseling relationship.

Attempts to relate counselor characteristics to counselor effectiveness have been made. For example, a study by Myrick, Kelly and Wittmer (1972) examined the differences in results on the sixteen personality factor (PF) questionnaire for 20 counselors rated effective and 20 counselors rated ineffective. These were graduate, practicum student counselors who were rated by their individual supervisors on the counselor evaluation rating scale after practicum. Each had taken the 16PF at the start of their graduate program.

There were significant differences on the 16PF for several factors. Effective counselors were more warm and sociable versus reserved and detached than were ineffective counselors. Effective counselors were also more venturesome and socially bold versus shy and restrained, more assertive and aggressive versus humble and conforming, and more tender-minded versus tough-minded. These results confirmed those of other studies. The authors concluded that, in general, effective counselors were more outgoing, stable, warm, assertive, venturesome and sensitive than were ineffective counselors.

Also using the 16PF, Shelton (1973) in her study examined the characteristics of school counselors judged effective and ineffective by male clients, some who were disadvantaged, and living in four midwest and western locations in the United States. Of the 52 counselors who completed the 16PF and were evaluated by their clients, approximately one-half were male and one-half were female. The clients completed the counseling evaluation inventory in evaluating the counselors. This inventory asks the client to respond to the counseling climate, counselor comfort and client satisfaction.

Male counselors judged effective by disadvantaged and advantaged males scored higher on the 16PF on such factors as emotionally stable, happy-go-lucky, assertive, venturesome and controlled than did male counselors judged ineffective. Shelton views this as the stereotypic image of a male.

These male disadvantaged and advantaged clients tended to judge female counselors effective if they, in Shelton's view, conformed to the stereotypic image of a woman. On the 16PF these counselors were higher on such factors as humble and trusting.

As indicated earlier, Boy and Pine identified some characteristics of clients they felt were related to counselor effectiveness. They also identified several characteristics of counselors. One of these is: quality of the counselor as a person. Boy and Pine feel that the counseling process has little hope of producing positive results unless it comes from the qualitative personhood of the counselor. This qualitative personhood is not well defined by Boy and Pine who indicate that that is what counseled clients say influenced their behavioral change in counseling. They conclude: "counselors who are qualitative persons have a positive influence on the behavior of clients but less humanly qualitative counselors exert little or no influence on the behavior of clients."

Another counselor characteristic identified by Boy and Pine is counselor therapeutic credibility. This is the belief clients have in their counselor's ability to give therapeutic assistance. A third counselor characteristic is skills of the counselor. Boy and Pine believe that a counselor who has truly human qualities and therapeutic credibility also has certain observable and positive counseling skills. These skills are not mechanistic interventions, words or phrases but rather flow naturally when the counselor is in tune with the client's inner world of feelings.

Boy and Pine state that counselor effectiveness is related to the administrative authority of the counselor. The less authority the counselor has over the client, the more likely a counseling relationship can be established. When the interpersonal influence between counselor and client is equal the client can enter a counseling relationship openly, honestly, and without any fear of reprisal from the counselor.

A final counselor characteristic identified by Boy and Pine is intelligence of the counselor. An intelligent counselor can recognize the centrality of the client's problem, sense the important client communication from the trivial, sense the holistic nature of the client, identify and act on reachable solutions for the client and so on.

Emener (1980) in a rehabilitation study reported this year, examined the relationship of 17 counselor characteristics with counselor effectiveness as measured by the number of cases closed as rehabilitated. For 61 practicing rehabilitation counselors, he correlated the number of closed cases with counselor age, years of continued work experience in rehabilitation, days of continuing education, professional journal reading, caseload size, counselor orientation whether to role or to goal, career choice – accident versus choice, counselor versus coordinator preferred role, attitude toward placement, spontaneous verbal ability, facilitativeness, openness versus guardedness, orientation to content and, finally, orientation to affect.

None of the correlations between any of these counselor characteristics and number of closed rehabilitated cases were significant.

Overall, these data relating counselor characteristics to effectiveness are not very compelling. Some of the personality factors measured by the sixteen personality factor questionnaire, however, do appear to be related to effectiveness.

There are other counselor characteristics that considerable research suggest are important in counseling and contribute to counselor effectiveness. These characteristics can also be viewed as process variables. They may reside within the counselor but color the entire counseling process, the relationship between counselor and client.

The most obvious of these process variables are empathy, respect, genuineness and concreteness. The importance of these variables to the counseling relationship has been demonstrated in various research efforts led by Rogers, Carkhuff, Truax, Berenson, and others (Carkhuff and Berenson, 1967; Rogers, 1957; and Truax and Carkhuff, 1967).

Without these core facilitative conditions, evidence suggests that counseling relationships are seldom established or maintained. As you know, for example, these process variables undergird the client-centered counseling philosophy of Carl Rogers (1951) as well as other theoretical approaches.

Emener and Dowd (1978) developed a rating scale consisting of twelve process variables and counselor characteristics. These twelve were: warmth, concreteness, empathy, positive regard, caring, sincerity, professional competence, immediacy, genuineness, self-confidence, openness, and intentionality.

In their study, they asked groups of guidance counselors, rehabilitation counselors and social workers to rate using this scale, typed copies of helper-helpee interactions. These helper-helpee interactions included low, moderate, and high helper levels of functioning. These three groups of experts agreed in their ratings which helpers exhibited low, moderate, or high levels of functioning. Emener and Dowd concluded that these three professional disciplines (Guidance Counselors, Rehabilitation Counselors and Social Workers) "may overtly and covertly endorse common variables of helping." In other words, some of these core process and counselor variables appear common to several of the helping professions.

Frey and Raming (1979) have recently developed a taxonomy of counseling goals and methods. They address both process and outcome goals of counseling. In evaluating counselor effectiveness, they feel both process and outcomes need to be evaluated.

Frey and Raming examined a major piece of literature (book, etc.) from each of 14 major counseling or therapy theorists. Included were people such as Franz Alexander, Eric Berne, Rudolph Dreikurs, Albert Ellis, Victor Frankl, John Krumboltz, Fritz Perls, Carl Rogers, E. G. Williamson, and Joseph Wolpe. They analyzed the theoretical statements and identified process and goal statements in each. Through factor analysis, Frey and Raming identified seven goal clusters and six process clusters which represented all fourteen major theorists.

They identified the seven broad goals of counseling and therapy as follows:

1. Transfer of therapeutic learning to outside situation. Changes should be made in the real world of the client.

2. Awareness and acceptance of self in conflict. The client gains an intellectual understanding of the self, a self-awareness, and a reordered thinking about self.

3. Specific symptom removal. This means that viable outcomes are the resolution of physical or psychological symptoms, confused objectives or specific problems.

4. Strengthened ego functioning. Counseling should strengthen and repair if needed, the client's ego states so behavior is more congruent with ego states and social setting.

5. Awareness of positive inner resources. The client develops an attitude toward life which is characterized by a feeling of adequacy, competency, and responsibility.

6. Learning to respond to and control the environment. The client acquires social control or the ability to change or adapt to conflictual social situations.

7. Awareness of negative thoughts and feelings.

Counseling aims for client to accept, integrate and change distressing feelings through reeducation and reordered thinking about negative thoughts and feelings.

Those are the seven goals.

The six process clusters identified by Frey and Raming are:

1. Client acceptance. The counselor listens noncritically to whatever the client says with understanding and empathy.

2. Active initial questioning. The counselor gathers data from the client about behaviors, events, or circumstances, using the data to clarify the client's functional difficulties.

3. Recognition and interpretation of unconscious material. The counselor focuses on internal experiences of the client such as unconscious experiences, ego states, unrecognized emotions, and dreams to help in reconstructing the client's personality.

4. Manipulation of client anxiety. The counselor designs experiences to raise the client's anxiety level and then helps the client in accepting conflicting feelings and impulses.

5. Reeducation about emotional conflicts. The counselor explains or interprets the nature of the client's feelings, reasons for emotional conflict and specific ways of gaining control over anxiety.

6. Support of the client's autonomy. The counselor encourages client spontaneity and facilitates the client drawing a self-portrait and then making changes and drawing conclusions.

In combination, these process and goal clusters provide a comprehensive scheme of the critical elements in counseling. Some tend to be more therapeutically oriented. However, an effective counselor would be one who facilitated these six processes so the client would be assisted in meeting as many of the seven goals as were appropriate.

To summarize this limited review of the general counseling literature: to maximize counselor effectiveness we should be attuned to characteristics of the client's stage of interpersonal maturity and select counselors who can relate to clients at the different stages. We also need to be aware of client reluctance and address it if we suspect it.

Some evidence suggests that certain counselor characteristics are associated with effectiveness. Effective counselors appear to be more outgoing, stable, warm, assertive, venturesome and sensitive than are ineffective counselors. Other writers suggest effective counselors possess a qualitative personhood, therapeutic credibility, counseling skills, limited or no administrative authority, and intelligence.

Some process variables which emanate from the counselor are viewed as important for successful counseling relationships. Those process variables most widely agreed to are empathy, respect, genuineness and concreteness.

Finally we looked at some goals of counseling and some processes which were distilled via factor analysis from the writings of 14 major counseling theorists.

EMPLOYMENT COUNSELING EFFECTIVENESS

I'd like to review some of the literature relating to employment counseling effectiveness. In this review, I'll address the same general categories as in the review of the general counseling literature.

The first area is client characteristics. A couple of studies, which assessed counselor effectiveness, examined or reported characteristics of clients served by employment counselors.

One of the early studies examining employment counseling was done by Lou Varga (1974) for a dissertation. His study identified client characteristics, counselor characteristics and counseling outcomes. Characteristics of clients were defined as needs and these needs in clients were reported as perceived by the counselor who worked with them. Varga defined five general needs of clients:

1. Informational needs. This is a need for knowledge about labor markets, job information, community services, and test results.

2. Socioeconomic needs. This includes needs such as financial assistance, transportation, a job, child care, or the service of some other social agency (e.g., mental health).

3. Educational-training needs. These include needs such as on-the-job training, basic education, skill training, and work experience.

4. Attitudinal-behavioral needs. This category includes needs of a psychological, inter- or intrapersonal nature such as emotional security, freedom from fear, self esteem, self-confidence, responsibility, and other needs which can be gratified by a modification of the client's view of self, others or the environment.

5. Remedial needs. These needs are manifested by serious emotional problems, learning problems or a combination of physical/emotional problems. Types of individuals representing these problems

would be mentally deficient, functionally illiterate and habitual chemical abusers.

Overall, the 18 counselors in Varga's study perceived 1855 needs within 697 clients. This was an average of 2.66 needs each. Of all the needs identified 39% were informational; 30% were socioeconomic; 19% were educational-training; 10% were attitudinal-behavioral; and 2% were remedial.

Varga found that counselors were more effective, in terms of cases closed as employable, when they concentrated on filling client's employment related needs rather than trying to fill a variety of needs they perceived within the client. In other words, counselors who concentrated on gratifying a variety of needs of clients experienced less employable case closures than other counselors.

Brenna (1974) in his study of the job placement difference between counseled and uncounseled applicants also reported certain client characteristics. He called these characteristics barriers to employment and identified the following: economically poor, under 22 years of age, over 45 years of age, ethnic minority status, high school dropout, and handicapped.

Brenna reported that 64% of the counseled group had two or more of these barriers but only 28% of the uncounseled group had two or more barriers. However, the job placement rate of counseled applicants was 30% versus 16% for uncounseled applicants, despite the fact that the counseled group averaged more barriers.

These studies by Varga and Brenna provide only limited data on the characteristics of employment counseling clients which may be related to counselor effectiveness.

The characteristics of employment counselors have received somewhat more attention. Some of these characteristics come out of role statements for employment counselors. In any case, these characteristics have not generally been correlated with employment counselor effectiveness in any reported research efforts with the exception of the study reported by Varga.

Varga reported that significantly more employable case closures were reported by counselors who had had a previous full-time placement assignment than by counselors without this full-time placement experience. Counselors over 40 years of age had more employable case closures than counselors between 20 and 29 years of age. Counselors who perceived their supervisors as stressing employment as a goal had more employable case closures than counselors who perceived their supervisors to be stressing client goals in general. Varga also found that counselors who perceived their clients to be expecting attainment of employment goals had more employable case closures than counselors who perceived their clients as being interested in fulfilling a variety of needs.

When I worked for the Wisconsin Job Service (Helwig, 1975) we identified in 1974 several counselor skills and knowledge which we felt differentiated effective from noneffective counselors. We would review these counselor skills and knowledge by examining case records, reviewing audio or video tape recorded counseling sessions and talking to former counselees. In our reviews we would try to determine overall counseling skills, assessment skills and the counselor's knowledge about local office resources, community resources, labor market information and knowledge of and skill in developing jobs for clients.

During this time, in the State of Florida, the U.S. Department of Labor was funding a project which led to the development of a competency-based employment counseling training program. After considerable research, discussion, and literature review, the project team identified eight general skill or competency areas which characterize an effective employment counselor (Bruce, Cauley and O'Mara, 1975).

The eight competencies are:

1. Relationship skills – the basis for effective counseling.

2. Career development – vocational theories, occupational information, etc.

3. Individual and group assessment including appraisal and testing.

4. Community relations – knowledge and use of other community agencies.

5. Continuity of services – involving all office services and resources to develop and achieve a vocational goal.

6. Group counseling and guidance.

7. Accountability and productivity including caseload management, record-keeping, etc.

8. Professional development – a program of professional growth and development.

Each general competency area is broken down into a number of objectives which must be reached and are measured in a variety of ways. Counselors who can satisfy all the objectives of the eight competencies would have all the skills expected of an effective employment counselor. Some research efforts examining these issues are under way.

The National Employment Counselors Association, a Division of the American Personnel and Guidance Association, adopted a role statement for employment counselors in 1975 (Neca, 1975) which included the eight competencies.

Some parallel efforts in identifying competencies for employment counselors have been going on here in Canada. Four faculty members of the University of British Columbia, (Tolsma, Kahn, Marks, and Chiko, 1979) developed a model for generating employment counselor competencies. In developing competency statements they argue for a content component, or a function component in each statement as well as what is to be done, how it is to be done, and the sources of content or the focus or object of the function.

After a task analysis of the job description for Canada Employment and Immigration Commission counselors they identified sixteen content and seven function components which they used to develop competency statements. The content components are knowledge in:

1. Agencies of the community

2. Organizational structure - of the counselor's organization

3. Education-training institutions

4. Labor market

5. Legal areas - knowledge of laws and regulations

6. Programs - opportunities with organizations or outside agencies

7. Special groups - needs and characteristics of certain groups

8. Human behavior - personality, learning and interpersonal functioning

The next eight content components are necessary to perform the functions implied. These components are:

9. Administrative
10. Assessment — measurement and evaluation
11. Consultation
12. Intervention strategies — for client change and development
13. Research
14. Supervision
15. Teaching — training — methods of instruction
16. Technological hardware — purpose and function of equipment

The seven function components are defined as:

1. Administering
2. Counseling
3. Operating — equipment
4. Researching
5. Supervising
6. Teaching — training
7. Testing — administering, analyzing and interpreting

These characteristics of employment counselors identified by Varga, the U.S. Competency-Based Program, and the Canada group spill over into the process of counseling. Examining the process of employment counseling is another way of considering employment counselor effectiveness.

The relationship skills competency suggested by the U.S. Competency-Based Program, for example, may be viewed as a skill or characteristic of the counselor. However, when one examines the competency closely, you see some of the core facilitative conditions necessary for counseling relationships. As indicated earlier these conditions or counselor qualities include empathy, respect and genuineness.

Antenen (1975) presents a model of a helping and problem solving relationship adapted for employment counseling. He views the counselor qualities or process variables of empathy, respect and warmth as facilitating the development and maintenance of a counseling relationship. He cites the work of Carkhuff and his associates as evidence of the importance of these variables. Antenen also believes that three additional variables displayed or promoted in the relationship by the counselor can help facilitate client understanding and action. These conditions are genuineness, concreteness and appropriate self-disclosure by the counselor.

Some of the variables which I would examine when I reviewed audio tapes of counseling sessions included communication skills such as restatement, and paraphrase, reflection of content, identification and response to feelings, interpretation, use of silence, questions and summaries. For example, if I did not hear a counselor responding to feelings I would wonder whether counseling was really occurring.

The majority of research examining employment counselor effectiveness has concerned itself not with client characteristics, or counselor characteristics or counseling process variables. The majority of studies have looked at outcomes when considering counselor evaluation and effectiveness. Furthermore many of these studies have concentrated primarily on one outcome — placement on a job.

The Varga study used the general outcome, number of employable cases closed, in contrasting counselor groups and kinds of needs in clients perceived by counselors. However this outcome, number of employable cases closed, was really five different outcomes. Cases were considered employable and closed if 90 days after closure, the client was employed, beginning or re-entering college training, beginning or re-entering formal high school training, beginning or re-entering a vocational training program, or self-employed.

Other studies by Brenna (1975), Philbrick (1975), and Jacobsen (1977) examined the rate of counseled applicants placed on jobs by the agency versus the rate of placement on jobs of uncounseled applicants. Similar studies in Missouri, Texas and other locations, not reported in the professional literature, all found similar results. Counseled applicants were placed at a higher rate than uncounseled applicants. Some studies reported nearly double the placement rate for counseled applicants.

In Wisconsin, in our reviews of counselor performance, we also examined outcomes along with knowledge and process factors. The outcomes we reviewed included other positive results besides placement in a job by the agency. We also gave counselors credit for client self-placements, enrollment in vocational, academic or work experience programs, and referral to and acceptance for services by another community agency.

To summarize this portion. Clients of employment counseling can be characterized as possessing different needs as well as barriers to employment such as youth, older worker, minority status and handicap. Counselor characteristics include placement experience, perception of supervisor's emphasis on employment as a goal and perception on client's emphasis on employment as a goal. Counselor skills and competencies have been identified although not formally related to counselor effectiveness. Some of the skills blend into process variables which include the core facilitative factors of empathy, respect and genuineness. Employment counseling outcomes have also been studied. The most studied outcome has been placement on a job with the outcome compared favorably with placement of uncounseled applicants.

FACTORS IN MEASURING EFFECTIVENESS

We've looked at some of the general counseling literature and the employment counseling literature which addresses mostly implicitly, the evaluation and effectiveness of counselors and counseling. What I want to do now is to move beyond that data and present what I think are the critical client, agency and counselor factors which need to be considered in the evaluation of counselors or counseling programs. Now, I'm saying these factors need to be considered. That doesn't mean all of them need to be included in an evaluation system. Some of them are very difficult to measure, and measuring all that could be reasonably measured would take a great deal of time and effort.

Client Factors

From the perspective of the client, there are a large number of potential employment counseling goals and outcomes. Those I have identified are as follows:

1. Not work at all

2. Stay in current job

3. Self-place on a job
4. Enter military, job corps or similar service
5. Accept referral to other agency
6. Placed on a job by the employment agency
7. Earn high wage or salary
8. Enter training or school
9. Develop an employability plan
10. Increase knowledge of jobs and job requirements
11. Increase knowledge of training and educational opportunities
12. Improve job seeking skills
13. Improve physical appearance and hygiene
14. Increase self-knowledge (such as aptitudes, interests, etc.)
15. Decrease self-defeating behaviors (such as anxiety, hostility, etc.)
16. Make vocational decision
17. Increase motivation to work
18. Improve problem-solving skills
19. Increase satisfaction with job or training
20. Improve self-concept
21. Self-actualization

These client goals and outcomes range from very objective, measurable outcomes to very subjective, difficult to measure ones. I would venture that if you asked a random sample of professional employment counselors, there would be high agreement that these goals and outcomes are not only legitimate but commonplace. However, in looking at the employment counseling literature, only one outcome has been seriously studied, (placed on a job) and three or four others have received minimal attention. Is it fair for a counseling supervisor or counseling program evaluator to look at one, or at most, a handful of these client goals and outcomes and pass judgment on the effectiveness of a counselor or counseling program?

Agency Factors

What are the agency factors you should consider in measuring counseling effectiveness? I've identified five counseling goals or outcomes important from an employment agency perspective. These are:

1. Meet agency quotas and goals
2. Complete records and documentation
3. Achieve cost benefit
4. Satisfy clients with agency services
5. Satisfy employers with agency services

Just as with the client factors, these agency factors range from the objective and measurable, to the subjective.

Let's take another look at the employment counseling goals/outcomes from the client and agency perspectives.

Appendix A presents the outcomes in two dimensions. One dimension is relative importance to client and agency. Those outcomes at or nearer to the bottom of the page are important from the agency perspective, such as meeting agency quotas and goals and satisfying clients and employers. Those at the top of the page are of less interest and importance to the agency such as: not working at all and self-actualization. Those at the top are more important to the client than those at the bottom of the page. Those more in the middle of the page tend to be important to both the client and agency. I'm not using any empirical evidence for placing these where they are.

The second dimension is an objective/subjective factor. The outcomes on the left side of the page tend to be objective, observable and measurable. Those outcomes and goals on the right hand side of the page are much more subjective and difficult to measure.

Counselor Factors

In measuring counselor effectiveness, in addition to examining client and agency outcomes, you must consider counselor factors. In our review of the literature many of these were identified. I've included some others which I feel are important. The counselor factors are:

1. Counseling training
2. Theoretical orientation (perception of role)
3. Length of counseling experience
4. Knowledge of human behavior and motivation
5. Basic communication skills:
    A. Restatement and paraphrase
    B. Reflection of content and feelings
    C. Interpretation
    D. Use of open and closed-ended questions
6. Counselor qualities
    A. Empathy
    B. Respect and warmth
    C. Genuineness
    D. Concreteness

7. Knowledge of career development
8. Knowledge of labor market and occupations
9. Assessment and testing skills
10. Knowledge of community agencies and services
11. Knowledge of educational and training opportunities
12. Knowledge of job seeking skills
13. Knowledge of counselor's agency resources and services

Let's take a closer look at the second one which is theoretical orientation – perception of role. Suppose you are reviewing the performance of one of your counselors. You hope to make some judgment as to overall effectiveness. In relation to this counselor's performance, you'll be looking at client and agency outcomes.

If the counselor you're reviewing has a humanistic orientation and philosophy toward people and is strongly people-oriented, this counselor may try to help the client meet such goals as improved self-concept, greater satisfaction with his/her situation, better problem solving skills and so on. This counselor may not concentrate on encouraging the client to make a job choice and getting a job. Consequently, the client and agency goals this counselor facilitates may be very different from what another counselor facilitates. A different counselor might be more pragmatic, employment and placement oriented, and interested in meeting agency goals so he/she encourages the client to make a quick vocational decision and refers the client to job vacancies as soon as possible. The client and agency goals and outcomes of this counselor would probably be different than those of the more humanistic counselor. Some would argue that the humanistic counselor is misplaced and shouldn't be working in an employment agency. It's certain that using the way we generally measure outcomes and goals (in terms of placement), such a counselor will be penalized and the counselor who is highly placement oriented will be rewarded. I would argue that at some point the highly placement oriented counselor is probably not counseling at all, but rather is doing only placement interviewing.

At this point, we've looked at client, agency and counselor factors which impact the measurement of counselor effectiveness. There are some other factors which can't be ignored although they may not be as central as the others.

One of these I call environmental. This factor includes several items, one of which is the economy or local labor market. Certain client and agency goals will be more difficult to reach if the supply of jobs is low or decreasing. Expanding economies and recessions have their respective influences.

Another environmental factor is rural/urban location. A rural economy may have less job opportunities as well as less variety of occupational opportunities. Clients in a rural setting may also have fewer opportunities for education or training including literacy training, vocational skill training, or apprenticeships. Lack of mobility of clients restricting opportunities is another factor.

Another general factor which can influence the kinds of goals or outcomes counseling achieves is the street-level bureaucrat. The street-level bureaucrat is the individual in the employment agency who first deals with the individual who comes in off the street and makes that individual a client of the agency.

The concept of street-level bureaucrat was popularized in a recent book entitled "People-processing" written by Jeffrey Prottas (1979).

The responsibility of the street-level bureaucrat who may be a receptionist, an intake worker, or line interviewer, is to transform a citizen into a client of the agency. To do this, the street-level bureaucrat has to get certain information from the citizen in order to label or categorize the individual. Sometimes the individuals may want to hide that information, sometimes they don't have it, sometimes they don't understand what is wanted or why. Depending upon how the street-level bureaucrat categorizes the individual, it will be determined how the agency will treat that client and what services will be provided.

So the street-level bureaucrat has considerable power to decide who becomes a client and what happens to that client. If the street-level bureaucrat labels the individual "counseling case", the counselor will get to see the individual. If, to the street-level bureaucrat, counseling case means crazy or severely emotionally disturbed, that's the kind of clientele the counselor will get. Obviously, that will influence how effective the counselor will be and what employment counseling goals or outcomes will occur.

So counseling effectiveness will be influenced by who identifies individuals for counseling, how individuals are labelled, and what kinds of labelled individuals end up at the counselors desk. If the street-level bureaucrats wanted to sabotage counselors they could probably do so effectively through their power in how they categorize and refer individuals to counseling.

A MODEL FOR MEASURING COUNSELOR EFFECTIVENESS

This appears to be the age of accountability. There is pressure on social services including counseling to demonstrate their worth. Administrators seek hard data to help them make decisions about funding and staffing.

One of the results of the pressure for accountability is the preoccupation with the quantitative aspects of accountability with a corresponding de-emphasis or diminishing concern for the qualitative aspects. There becomes a pressure for numbers with too little concern expressed for the real needs of the clients behind the numbers.

If the profession of counseling was proactive in the development and implementation of evaluation and accountability systems, we would be in a better position to control our fate than if the pressure for accountability comes from outside the profession (Knapper, 1978).

Krumboltz (1974) suggests seven criteria for an accountability system:

1. The general goals of the counseling program must be agreed to by all concerned parties.

2. Counseling outcomes must be stated in behavioral or measurable terms.

3. Activities of the counselor must be stated in behavioral or measurable terms.

4. The accountability system must be used to promote professional effectiveness and growth, not to cast blame or punish poor performance.

5. Reports of failures and unknown outcomes must be permitted and never punished.

6. All users of the accountability system must be represented in designing it.

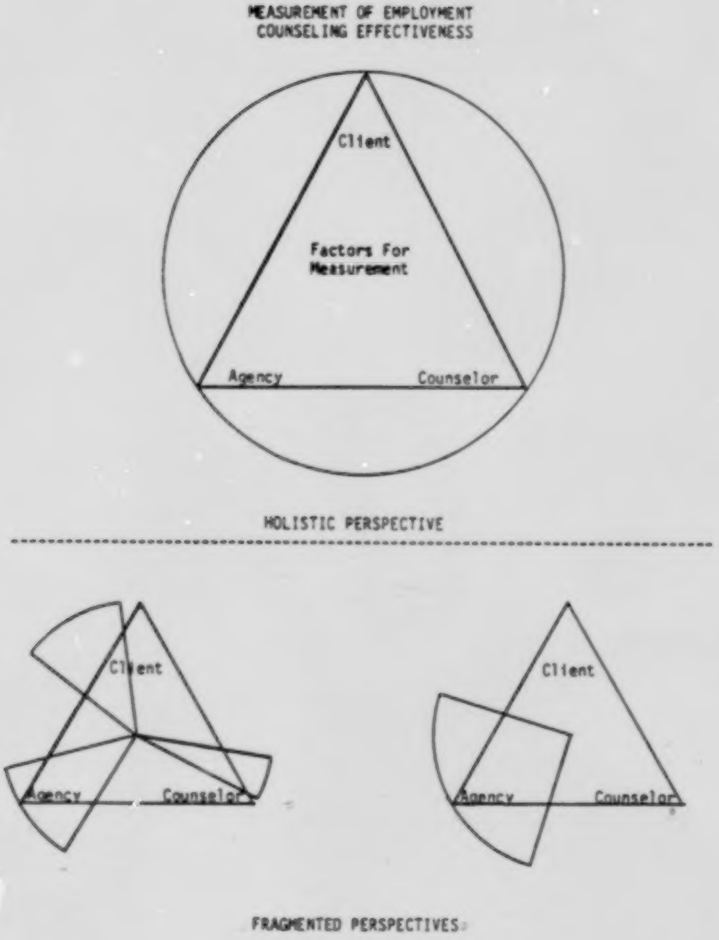
MEASUREMENT OF EMPLOYMENT
COUNSELING EFFECTIVENESS
Client
Factors For
Measurement
Agency
Counselor
HOLISTIC PERSPECTIVE
Client
Agency
Counselor
Client
Agency
Counselor
FRAGMENTED PERSPECTIVES

Figure 1

7. The accountability system itself must be subject to evaluation and modification.

An accountability system measuring the effectiveness of employment counseling must include the evaluation of all three major factors, that is, client, agency and counselor factors.

Figure 1 gives you a visual representation of an evaluation from a holistic perspective and two examples of how evaluations are often performed, from a limited or fragmented perspective.

How do you go about measuring the client goals and outcomes, the agency goals and the counselor factors?

Let's look first at the client goals and outcomes. Some of the more objective goals and outcomes (shown in Appendix A) are measurable within the employment agency, either in centralized records or in records or files maintained by counselors. Some of the client outcomes which are more subjective such as "improve job seeking skills" and "make vocational decision" can be observed and reported by the counselor based on client behavior. These outcomes and most of the others can probably most readily and appropriately be determined by self-report of the client. We all know self-report data are not as rigorous as experimentally gathered data, however, they can provide meaningful and accurate information dependent in part, on the method of collection. Furthermore, standardized measures are available to determine such outcomes as job satisfaction and changes in self-concept. These and some of the other more subjective outcomes could be assessed more formally and perhaps infrequently in a broader research program.

Self-report data from clients can be reported in the office or by follow-up later. A comprehensive counseling program would routinely include a follow-up component.

Appendix B is an example of a feedback form currently used by a counselor in Wisconsin. After she has her final counseling session with a client, she gives the client this form and a return envelope. The client later completes the form and sends it back to the counselor. She reports an extremely high return rate and uses the information to improve her and the office's services.

This form could be modified to more specifically assess the client outcomes and goals of interest in an evaluation system.

The measurement of two of the agency goals and outcomes should be possible by examination of data and records maintained by the agency. Satisfaction of clients with agency services can be determined at the time of follow-up with clients. Employer satisfaction with the results of counseling services provided clients would be more difficult to measure. Perhaps a formal study would be necessary. As I'll report shortly, I think some cost benefit data regarding counseling can be collected.

Measurement of the counselor factors in an evaluation system would require two or three methods of data collection. To determine the counselor's basic communication skills such as paraphrase, response to feelings and use of questions, would require observation of the counselor or review of audio or video-taped counseling sessions. The counselor qualities of empathy, respect and genuineness could also be assessed through tape review or observation. Standardized forms for measuring these process variables are available. Some of the knowledge expected to be possessed by counselors, such as labor market information, educational training opportunities, and job seeking skills, could be determined by tape reviews, examination of counseling records and by report of the counselor's supervisor.

We cannot overlook the importance of the judgment of the evaluator in the measurement of counseling effectiveness. The presence or absence of client and agency goals and the presence or absence of counselor factors can often be fairly readily determined. The quality of the client or agency outcome and the strength or extent of use of the counselor variable may not be as easily assessed. Fairness and common sense are necessary qualities of good evaluators.

If you were designing an evaluation system of employment counseling, what factors would your system address?

I suggest you measure components of all three of the major factors. Appendix C is one model for measuring counseling effectiveness. The client goals or outcomes measured would address: employment, training or other outcomes, satisfaction with vocational decision and plan, increase of knowledge in several areas, and overall satisfaction with counseling services. The measurement of these outcomes would require follow-up and feedback from clients.

Agency outcomes to be measured include: whether goals of individuals counseled and placed in employment were met; whether necessary counseling records and other documentation were completed; and whether clients reported satisfaction with general agency services.

This model requires the assessment of counselor factors including basic communication skills, counselor qualities (process variables), appropriate use of tests, and knowledge in several areas.

Standards against which these evaluation items would be compared would have to be developed, hopefully with input from all individuals concerned. Some standards could be established on the basis of previous performance if such measures were available. Other standards might be developed only after use of this evaluation measure for a period of time, for a number of counselors, and in a number of settings.

Judgments about individual counselor performance on this evaluation scheme would have to be tempered by some of the other factors and circumstances already discussed, such as level of counselor training, theoretical orientation, environmental factors such as labor market supply and demand, and the behavior of other staff in the office, who are the street-level bureaucrats.

COST/BENEFIT OF COUNSELING

Agency and program administrators often ask the question: "What are the cost benefits of this service or that program?" Those who allocate funds or are accountable for how money is spent frequently ask: "What are the cost benefits of counseling?" This might be more often asked of counseling than some other services for a couple of reasons. First, other services such as intake, placement, interviewing or job referral are more directly identified with the core goal of an employment agency, which is referral and/or placement on a job. Second, employment counseling is viewed by many within the employment system as a slippery kind of service, somewhat intangible, and a bit mysterious.

For these reasons, counseling is often under the gun to prove its effectiveness, its cost benefit.

However, just because counseling isn't as obvious a service, as directly observable, as readily understandable, and deals with cognitive and subjective issues, it is harder to demonstrate what it is, when it is happening, and what the outcomes are.

Consequently, to demonstrate the cost benefit of counseling is very difficult. To demonstrate the cost benefit of entire employment agencies is not easy. Are employment agencies most effective? Do they facilitate the filling of jobs, the movement of workers from unemployment to employment, the movement of workers from some jobs to other jobs, saving employers money? For what it costs to operate employment agencies, would states, provinces and countries achieve savings if they let workers and employers fend for themselves? There is some evidence that employment agencies reduce the length of unemployment, thus putting people to work sooner than they would otherwise, thus, contributing to the tax base, etc.

But how would you measure the cost benefits of counseling? How could you demonstrate whether the counseling service is worth the money spent on it?

Even before answering such questions, some more basic questions need to be addressed. For example, is it reasonable to expect an intensive time-consuming service such as counseling provided by a specially trained, high salaried individual, working usually on a one-to-one basis, to be cost effective? A second question: research indicates that individuals counseled in employment agencies tend to have significantly more problems and barriers to employment than do individuals not counseled. Because of this factor, could you legitimately expect counseling to be cost effective?

In 1976, Stanford Research Institute (SRI) (Benus and Hall, 1977) of California did a pilot study examining the effectiveness of counseling in the U.S. Employment Service. One of the goals of their study was to measure the net economic impact of counseling. Their question was: Is there a difference between counseling and non-counseling on several economic factors?

SRI used an experimental design and selected 1099 individuals in job service offices in three cities who could benefit from counseling services. One-half of these were counseled, the other half received only placement services. Six months later they followed-up their sample. A total of 697 individuals in both groups were interviewed.

In examining the economic impact of counseling SRI collected data on five factors: they compared the counseled and not counseled groups on:

1. Unemployment duration (how long they were unemployed since receiving the service 'counseling or placement').

2. Earnings.

3. Job satisfaction (not really economic).

4. Occupational prestige – status level of jobs.

5. Job search effectiveness (how many methods used).

SRI reported that there were no differences on any of these factors between the counseled and not counseled groups. After a variety of analyses, they concluded that counseling has no significant effect on these primarily economic factors. My overall cost benefit conclusion from that study would be that since the counseling services cost more to provide and since counseling has no impact on economic outcomes, it is not cost effective or at least less cost effective than just placement services.

Several questions were raised by counseling professionals regarding the SRI study namely on its design and the concentration on economic outcomes. One question was: Did SRI make sure it really measured counseling versus non-counseling? We all know some counseling staff don't do counseling and some non-counseling staff do counseling. A second question addressed the appropriateness of SRI examining only economic outcomes versus other outcomes "more appropriate" to a counseling service. Other questions were also raised in this SRI pilot study.

In any case, even though we can argue that counseling effectiveness should be measured by other than economic outcomes, administrators, funders, and governmental legislators continue to ask, "Is counseling cost effective?"

Rather than trying to convince these people that that's the wrong question to ask about a personal, intensive "subjective" service such as counseling, I think we need to continue to examine and research the issue.

In that spirit I designed and conducted a very small pilot study in July of this year (1980) addressing the cost effectiveness of counseling. My samples were so small (only twelve individuals in the counseled and twelve in the not counseled groups) that I'm hesitant to report the data.

My purpose for doing the study was not to collect data which would definitively answer the question: "Is counseling cost effective?", but rather to pilot test a data collection system or research design which could be implemented, anywhere, by any of you in your own situations, perhaps with some modifications.

In trying to measure cost effectiveness I chose four factors for measurement which at least on a content basis appear related to the costs of providing the counseling service. Two of these factors were the same ones SRI used in their research. My four factors were:

1. Employment - What percentage of counseled versus not counseled individuals became employed after receiving services within a given period of time. This employment could be the result of referrals or suggestions from the job service agency, or employment found on their own, through their own efforts.

2. Duration of unemployment - This sample included only individuals unemployed at first contact with job service. Thus, the length of time it took to become employed could influence cost benefit of counseling. For example, if counseled individuals found work faster than not counseled individuals, it would be assumed that the counseling service, even though perhaps costing more than regular placement interviewing services, was competing favorably in terms of cost.

3. Earnings - Average earnings or wages of the counseled and not counseled individuals were compared. Higher earnings mean higher taxes paid and the more likely the individuals are purchasing more goods and services in their community.

4. Public assistance - The sample individuals were asked whether or not at the time of their first contact with job service, they were receiving any public assistance such as welfare payments, food stamp supplements, or general relief. It was speculated that, for example, if the counseled group was receiving public assistance at a higher rate than the not counseled group, the cost benefit of counseling services

would be negatively impacted. If that were true, the cost effectiveness of counseling would be even more difficult to demonstrate.

Let me briefly describe the setting of the study and how the sample was selected. The study was done in Logan, Utah, a town of nearly 30,000 served by one employment office which serves the entire county of approximately 57,000 population. There is one counselor in the Job Service office and six placement interviewers. Total office staff is 14.

A pool of counseled and not counseled applicants who had made first contact with Job Service during Jan., Feb., or March, 1980 were identified from counseling records and job orders. Only individuals not receiving unemployment insurance benefits were considered.

A total of 20 counseled individuals and 27 not counseled individuals were identified. Data was collected by telephone. The counselor at the Job Service called each of these individuals, identified me and the nature of this follow-up survey. I would then take the telephone and ask the individuals, after a brief explanation of who I was and the reason for the follow-up, the questions to gather the data.

Because many of these individuals had moved, changed phone numbers, etc., only twelve counseled individuals could be contacted. I decided that to make comparisons easier I would only contact twelve not counseled individuals. To contact this total of 24 individuals required phone calls during morning hours, afternoon hours, evening hours, and Saturday hours. That was probably the most time-consuming part of the study. By the way, once contacted, no individual refused to answer the questions.

As I indicated earlier, I am reluctant to share the results because of the extremely small sample sizes - twelve in each group. I would caution you to view these data as most tentative and preliminary. What's more important, I think, is the knowledge that such a study can be designed with reasonable controls.

The data show these results:

Item 1 Employment:

Counseled: 9 of 12 were employed - 75%

Not counseled: 8 of 12 were employed - 67%

I view this as no difference because of the small sample sizes.

Item 2 Duration of Unemployment:

Counseled: Mean of 7.3 weeks

Not counseled: Mean of 2.6 weeks

This indicates that those not counseled went back to work after their first employment service contact between four and five weeks sooner than those who were counseled.

Item 3 Earnings:

Counseled: Mean wage per hour was $4.10

Not counseled: Mean wage per hour was $3.77

The counseled sample averaged 33 cents per hour more than the not counseled.

Item 4 Public Assistance:

There was no difference between the two groups on this item. Not one individual from either the counseled or not counseled samples reported receiving any public assistance. These results would not be unusual for the kind of community Logan is, because of its strong work ethic and Mormon church social welfare system.

What conclusions and interpretations can one draw from these data? Keeping in mind the small size, counseled and not counseled found work at about the same rate. This, despite the evidence that counseled applicants may have more problems and barriers to employment, could be a plus or positive factor on the scale measuring counseling cost effectiveness. However, you may have to subtract the added cost of the counseling service over placement services.

The duration of unemployment (7.3 weeks for counseled versus 2.6 weeks for not counseled) is obviously an advantage for not counseled individuals. They go to work sooner and thus start earning income, paying taxes and spending money earlier than counseled individuals. From this item, the conclusion would be that the counseling service was significantly more costly than just placement services because of the greater cost of the counseling service and the delay for individuals in starting work, paying taxes, etc.

The third factor, earnings, yielded data which were not expected. Counseled applicants averaged higher wages than not counseled individuals. The 33 cent per hour difference isn't enormous. However, because of the higher wage, counseled applicants would pay more taxes, and have greater spending power than not counseled individuals. This would suggest that the higher cost of providing counseling services would be paid back quickly by higher taxes paid and so on.

Overall, what would I conclude? Because the results are mixed and based on such a small sample, I guess I would conclude nothing. I made no effort to generate actual monetary cost data of counseling versus placement services, taxes paid, income spent on goods and services, etc. I'm too much of a psychologist rather than an economist to do that.

However, I would conclude that cost benefit studies examining counseling can be conducted. And, with adequate sample sizes, they would yield data, whether soft and subjective (such as mine is), or hard, objective dollar amounts, both of which could be useful to administrators, supervisors and funders of programs.

I also think it is possible for you to do such studies on a relatively small scale, in **most** any location, with limited funds. Furthermore, you would probably get administrative support for such efforts because of the interest in cost benefit of services. You also cannot rule out the fact that, even if in your heart you are convinced of the importance and usefulness of counseling, whether it is cost beneficial or not, by encouraging or doing studies of cost effectiveness you will endear yourselves to supervisors and administrators who question the value of counseling.

A final comment on cost effectiveness. SRI of California is doing another, large scale study of the effectiveness of employment counseling. Results of that research, including more data on the economic impact of counseling, should be available in 1981 or 1982.

SUMMARY

In summary, then, we've looked at several issues concerning the measurement of employment counseling effectiveness. We briefly reviewed the general counseling and employment counseling literature and we identified the client and agency goals and outcomes and the counselor factors which ought to be considered in an evaluation scheme. As I've indicated, I did not try to exhaustively identify every outcome which may occur or every factor which may affect employment counseling.

We also looked at some methods of collecting data for evaluation and we reviewed a model of what a system of measuring counseling effectiveness might include.

In doing an evaluation of counseling, the kinds of questions you ask will determine the answers you get. You can look at microscopic elements of counseling or try to look at the entire picture. If you look only at client outcomes, for example, you're fooling yourself if you think you're doing an evaluation of counseling. All you're doing is looking at client outcomes and ignoring agency goals and counselor factors. That doesn't mean you shouldn't look at client outcomes by themselves. However, be aware that you have examined only one piece of the pie and be careful that others don't misinterpret your data as an overall evaluation of counseling.

In conclusion, one mark of a mature profession is an interest and willingness for that profession to improve, strengthen and expand its services. To do that, it must continually look at itself, examining its methods, procedures and outcomes. Based on this review and self-evaluation, it is in a strong position to change and grow, adapting to the needs of its clientele.

The push for accountability often comes from outside the profession, through administrators, funders and society in general. Would it not be beneficial for us within the profession to proactively demonstrate the worth and value of counseling to all who are interested? Or will we wait to be subjected to an examination of our worth (often in terms of economic factors only) by those outside the profession? Unfortunately, I'm not sure we still have that choice to make.

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APPENDIX A

EMPLOYMENT COUNSELING GOALS/OUTCOMES

From Client Perspective

OBJECTIVE GOALS/OUTCOMES

Not Work at All

Stay in Current Job

Self-Place on Job

Enter Military, Job Corps, Other

Accept Referral to Other Agency

Develop Employability Plan

Enter Training/School

Earn High Wage

Placed on a Job

Increase Knowledge of Jobs and Job Requirements

Increase Knowledge of Training and Educational Opportunities

Improve Job Seeking Skills

Improve Physical Appearance and Hygiene

Increase Self-Knowledge (Aptitudes, Interests, etc.)

Decrease Self-Defeating Behaviors (Anxiety, Hostility, etc.)

Make Vocational Decision

Self Actualization

Improve Self-Concept

Increase Job/Training Satisfaction

Improve Problem-Solving Skills

Increase Motivation to Work

SUBJECTIVE GOALS/OUTCOMES

Complete Records and Documentation

Meet Agency Quotas and Goals

Achieve Cost Benefit

Satisfy Clients with Agency Services

Satisfy Employers with Agency Services

From Agency Perspective

APPENDIX B

QUESTIONNAIRE

In an effort to provide better counseling services, I would appreciate your responses on the following questionnaire. Comments will be confidential and remain anonymous. A self-addressed, stamped envelope has been provided for your convenience.

The topic you were mainly concerned with while talking with the Employment Counselor was (please check):

( ) Choosing a career

( ) Making a career change

( ) Finding a job

( ) Results of Aptitude Test and/or Interest Survey

( ) Other____

Please read each question below and indicate whether you agree, disagree, or are not sure whether you agree:

1. Did the counselor seem to be sincere in wanting to help you?
   Yes ( ) No ( ) Not Sure ( )
2. Were you always free to say what you really thought and felt?
   Yes ( ) No ( ) Not Sure ( )
3. Did you feel that you could trust the counselor to keep everything said confidential?
   Yes ( ) No ( ) Not Sure ( )
4. Did the counselor seem to understand your situation and point of view?
   Yes ( ) No ( ) Not Sure ( )
5. Did the counselor seem to want you to decide things for yourself?
   Yes ( ) No ( ) Not Sure ( )
6. Did you better understand how you could help yourself after talking with the counselor?
   Yes ( ) No ( ) Not Sure ( )
7. Did you find the counselor's approach to helping you practical and realistic?
   Yes ( ) No ( ) Not Sure ( )
8. Did the counselor interrupt you while you were talking?
   Yes ( ) No ( ) Not Sure ( )
9. If you should have job related concerns again, would you like to see the same counselor?
   Yes ( ) No ( ) Not Sure ( )
10. Did you feel the counseling session was:
    Too Short ( ) Too Long ( ) Just Right ( )

11. If you received printed brochures on resumes, interviewing techniques, etc., did you find it helpful?
Yes ( ) No ( ) Somewhat ( )

What else might have been included in this information?

12. Did you use any of the following audio visual cassettes? Please indicate which films you saw by checking the following:

What is Job Service______
WIN Program______
CETA Program______
Applications______
Resumes______
That First Job______
Veterans______
Women returning to the work force______
Youths seeking summer employment______

Unemployment Compensation______
Teacher Placement______
The Job Interview______
First Weeks on the Job______
Government Jobs______
Older Workers______
Getting Job Leads______

Did you find the films worthwhile?
Yes ( ) No ( ) Not Sure ( )

13. If you took the General Aptitude Test Battery (GATB), did you find it helpful in planning a career or in changing or obtaining a job?
Yes ( ) No ( ) Somewhat ( ) Not Applicable ( )

14. Was the interpretation of the test results adequate and worthwhile?
Yes ( ) No ( ) If not, how might this be improved?

15. Your Current Status (check one):

( ) Employed in an occupation that seems suitable.

( ) Working but not satisfied with present job.

( ) Unemployed and looking for work.

( ) Other____

If you wish to make additional comments about the vocational counseling services you received, please write your comments in the space below. For example, how could the Employment Counselor have been more helpful to you?

Do not put your name anywhere on this questionnaire. Please return as soon as possible in the enclosed envelope. No stamp is needed.

THANK YOU FOR HELPING US IMPROVE OUR EMPLOYMENT COUNSELING SERVICES.

Comments:

APPENDIX C

A MEASURE OF COUNSELING EFFECTIVENESS

Client Outcomes/Goals	Agency Outcomes/Goals	Counselor Factors
1. Percent of Client Sample with Positive Case Closures as: __ Became Employed __ Stayed in Current Job __ Enrolled in School/Training __ Entered Military or Other __ Other Positive _____%	1. Percent of Agency's Number of Individuals Counseled Goal Achieved: _____%	1. The Counselor Uses Basic Communication Skills as Appropriate: __ Restatement and Paraphrase __ Reflection of Content and Feelings __ Interpretation __ Use of Open and Closed Ended Questions
2. Percent Satisfied (as judged by client) with Vocational Decision: _____%	2. Percent of Agency's Placed after Counseling Goal Achieved: _____%	2. The Counselor Demonstrates the Following Qualities: __ Empathy __ Respect/Warmth __ Genuineness __ Concreteness
3. Percent Satisfied (as judged by client) with Vocational/Employment Plan: _____%	3. Percent of Clients Reporting Overall Satisfaction With Agency's Services: _____%	3. The Counselor Facilitates (when appropriate) Vocational Decision-Making and Planning
4. Percent of Client Sample Reporting: a. Increased Knowledge of Jobs and Job Requirements _____% b. Increased Knowledge of Training and Educational Opportunities _____% c. Improved Job Seeking Skills _____%	4. Counseling Related Records and Documentation Are: Satisfactory ____________ Marginal ____________ Unsatisfactory ____________	4. If Standardized Assessment Devices Are Used, the Counselor Selects Appropriate Ones and Interprets Results Accurately
5. Percent of Client Sample Reporting Overall Satisfaction with Employment Counseling Service: _____%		5. The Counselor Provides (as appropriate) Accurate Information to Clients Regarding: __ Labor Market and Occupations __ Community Agencies and Services __ Educational and Training Opportunities __ Job Seeking Skills __ Resources and Services Within the Employment Agency

CAREER DECISION MAKING AND THE COMPUTER - From Choice to Action

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Canada Employment and Immigration Commission
Ottawa, Canada

Sommaire : L'ordinateur, qui offre des possibilités innombrables, est venu s'ajouter au répertoire du conseiller. Grâce à lui, le conseiller peut aider ses clients non seulement à consulter une vaste banque de renseignements, mais également à structurer les données qu'ils en obtiennent et à les adapter à leurs propres besoins. Nous verrons de quelle façon le conseiller peut exploiter l'ordinateur pour tirer le meilleur parti possible du temps passé avec les clients. L'exposé soulignera, notamment, l'importance d'harmoniser le processus essentiellement logique et linéaire de l'ordinateur avec la façon de penser généralement moins logique et moins structurée de ses utilisateurs.

Zusammenfassung : Der Computer ist zu einem vielversprechenden neuen Bestandteil der Beraterausrüstung geworden. Er ermöglicht dem Berater nicht nur, dem Klienten Zugriff zu einer großen Datenbank zu verschaffen, sondern hilft ihm auch, die Daten so zu gestalten, daß sie den besonderen Anforderungen des Klienten gerecht werden. Es wird gezeigt, wie der Berater mit dem Computer Dialog führt, um die mit dem Klienten verbrachte Zeit zu optimieren. Dabei liegt der Schwerpunkt darauf, die grundsätzlich logischen und linearen Computervorgänge mit dem allgemein weniger logischen und methodischen Denken des Klienten zu vereinbaren.

INTRODUCTION

In order to serve the large number of clients requiring assistance and to deliver precisely the type of service needed by each unique individual, it is important that counselling methods used in Canada Employment Centres are both effective and efficient. To help in meeting these objectives, the Canada Employment and Immigration Commission has developed a computer assisted guidance program called CHOICES. Computerized systems such as CHOICES, because of their flexibility and their information processing capacity, are becoming increasingly popular and widely available.

However, the use of computer programs in the counselling field raises some important questions about the relationship between human and computer-assisted decision making. Is the essentially logical and linear structure of computer processes adaptable to the process of human decision making?

To suggest some answers to this question, the problem of human decision making will be examined as it is presented in theories of occupational choice, vocational development and decision making. The strengths and weaknesses of these approaches will be summarized to suggest some criteria for developing more effective counselling programs that focus on implementing decisions. It is argued that the computer can provide a useful counselling tool by which to facilitate reasoned occupational change and client integration into the labour market. The advantages and limitations of currently operational guidance systems, in particular CHOICES, will be outlined, and some new directions to overcome the identified limitations will be suggested.

THE PROBLEM OF OCCUPATIONAL CHOICE

Traditionally, the first issue to be dealt with in employment counselling programs is that of occupational choice, and there is a great deal of literature devoted to this subject. Typically, theorists of occupational choice view choice as occurring at a given point in time. They focus on the process of choice including the factors that influence choice and the adequacy of the choice in meeting the individual's needs. Their methodology relies heavily on rational decision-making approaches based on trait-and-factor analyses of both occupations and individuals. The purpose of counselling is to help in the selection of an occupational goal through a rational analysis of the alternatives. If a correct choice is made, the individual feels contentment and occupational stability is achieved; unsatisfactory choices lead to dissatisfaction and repeated choice (1).

As MacKay (2) has pointed out, this notion that career decisions are necessarily early, permanent and relatively irreversible still dominates much of counselling thought. For example, Mitchell and Beach (3) opened their review article with the observation that "The choice of an occupation is one of the most important decisions made by a person during his or her lifetime," (page 231) and went on to assert that "most people find themselves faced with a decision that is difficult in terms of its complexity and in terms of the fact that it comes at a time in life when they may have poor information upon which to make the choice. Yet, the decision has great individual and social importance" (page 231). Because they assume that there is a single decision to be made, that it is made early, that it is relatively irreversible and specific, and that it may determine the life style and work environment for the rest of the individual's working years, they place an enormous importance on the choice to be made.

How well does this conceptualization of the occupational choice process match with labour market realities?

In modern industrialized societies such as Canada, the variety of occupational possibilities is huge and expanding. The Canadian Classification and Dictionary of Occupations (4), which is under constant revision to keep pace with changes in the occupational structure, lists more than 6700 different occupations. As well, the period since World War II has been characterized by profound changes in the industrial structure. For example, in 1951 nearly 20% of the labour market was employed in the primary industries; by 1971 the percentage had dropped to 7.5. Between 1961 and 1971, the labour force employed in the industrial sector declined by 20% while the service sector increased by 39% and the manufacturing and construction sector increased by 22%. The proportion of people engaged in manual occupations has declined steadily while the proportion in professional, technical and clerical occupations has risen (5, page 352/3). These figures only hint at the nature of the change in occupational structures. Each year technological changes make many occupations redundant and modify the job content of hundreds more. New occupations whose existence was undreamed of ten years ago are constantly being spawned. The labour force is increasingly urban and increasingly mobile. Movement and change have become the leitmotif of our society.

These labour market realities have had an enormous impact on attitudes towards occupational stability. Just as people now change partners with greater frequency, so do they change both their jobs and their occupational directions. Although many people find themselves forced involuntarily to change directions, many others voluntarily choose to do so. Homemakers who choose after their childrearing years to enter or re-enter the work force are but one example. The rapid growth in adult education and re-training are good illustrations to these changes. In the late 1950s, 445,000 people were enrolled in academic and vocational courses; by 1976 this figure had risen to 1.6 million. This represented 113 people out of every 1,000 adults. In the area of re-training, in the fiscal year ended March 31, 1977, 297,000 people were referred to courses under the manpower training program, (5, pages 290/1, 342). Finally, the average duration of an individual in a job is declining, especially in traditionally stable managerial and professional positions.

Unfortunately, the theoretical approach to occupational choice has not taken sufficient account of these rapid structural and attitudinal changes in society. Rather than focussing on the reality that many people will make several occupational choices and that many of these individuals will be adults, they present a static picture of both the individual decider and the labour market. As well, the methodology they provide concentrates on dissecting this static reality through the rational analysis and assessment of occupational alternatives.

There are two main points that emerge from this critique. First, of course, is the recognition that occupational choice is no longer, if it ever was, an early, permanent and relatively irreversible decision. Second, since the labour market is changing rapidly, both clients and counsellors will require a system that provides ready access to up-to-date occupational and educational information upon which to base recurring occupational decisions.

THE PROBLEM OF VOCATIONAL DEVELOPMENT

In contrast to the snapshot view, theorists of vocational development have focussed on the whole process of career development over time. Generally, they argue that individual development is a process of growth and change and that at each successive change in the life process people become adaptively integrated into the world of work. Thus, for example, Tiedeman and O'Hara (6) identify two main states: anticipation and implementation. The anticipatory state, which is comprised of exploration, crystallization, choice and clarification, examines the successive phases an individual goes through as she/he narrows the possibilities and becomes committed to a single occupational goal. The next stage, that of implementation, deals with the processes of induction, reformation and integration by which the client stabilizes career patterns. Similarly, Super (7) has formulated a theoretical model of vocational development tasks that includes: crystallizing an occupational preference, specifying the preference, implementing the decision, stabilizing in an occupation, and consolidating and advancing in the area of vocational choice. More recently (8) he has proposed a more complex formulation of the developmental process that focuses on the variety of roles that individuals play during various life stages. He argues that the amount of time and commitment to each role waxes and wanes and that individuals face a whole variety of decision points during their lives. At these decision points people engage in a problem solving process as they redefine themselves and identify and implement new directions. As a conceptualization of the process of individual change in harness with a dynamic labour market, this formulation is very powerful.

Developmental models remind us that career decisions are not made at one point in time and then implemented progressively throughout the remainder of life. Rather there are many decision points which close some doors and open others, and that people, plans and objective life situations are constantly in flux.

Nonetheless, the fly in the developmental ointment is succinctly identified by Super himself when, in introducing his recycling model, he points out that it "is a prescriptive, developmental model of rational, emergent career decision making such as might be the result of effective career education in a well-adjusted, well-situated individual" (8, page 293). The two main assumptions of developmental theorists are illustrated here: that the process of career decision making can be viewed within a metaphor of growth and that the process by which each decision is made is a rational one. We will examine the emphasis on growth first.

As has been pointed out, developmental theorists focus on stages such as occupational specification, implementation, stabilization and advancement. Thus the models can be visualized as a straight unidirectional line or as an arc that mirrors the biological image of growth, maturation and decline. They view this organic process, which is a simple representation of the biological life process, as also descriptive of the stages of career development. Thus for them, change is not neutral. When an individual reaches career maturity she/he has a stable occupational pattern; occupational change is represented as either improvement and advancement or decline.

This unidirectional model seems more appropriate to describe the developmental stages that youths pass through. The first occupational choice, upon which much of the theory of research rests, is seen as being made at a time when many options are open to the chooser. Either in the midst of, or just finished, schooling, the chooser is considered to be in a position to decide whether to specialize in a particular field. In addition, while she/he may lack the occupational skills that contribute to job-readiness, she/he is also not defined or limited by them during the process of making an occupational choice.

It is also assumed that the financial burden carried by first choosers is often easy in that the option exists, however quickly the chooser may wish to rid him or herself of it, of being supported by parents while preparing for occupational entry. The problem of the first chooser is more one of narrowing options to action a choice than of being narrowed by the options available.

Even if this represents a typical pattern for youth, however, the adult chooser enters the choice process with many fewer options. Some very important constraints limit exploration and consideration of alternative occupations. For example, the primary goal of many adults is to move directly from one job to another without an extended period of unemployment with its resultant lack of income. Therefore, the jobs actually available at the time that the adult decides to make an occupational change may radically affect the direction of the change. Chance, that is the jobs available at the time, can play a very important role. Finally, adults come to the choice point already equipped with a set of skills and experience. Rather than starting out to acquire new skills they prefer to apply their present skills in new contexts. Unlike youths, they are rarely willing to make an occupational choice in a vacuum and then acquire the skills necessary to implement it. In addition to educational and skills constraints, adult clients are also limited by financial demands that make it difficult for them to accept a drop in income and by family responsibilities that make relocation a difficult problem. In other words, the basis upon which adult occupational choices are made is not a simple repetition of the choice process of youth.

It is, however, in the metaphor of growth that the essential difference between adults and youths surfaces most clearly. What does growth mean in the context of adult choice?

With adolescents, it is easy to understand that growth revolves around directing one's energies to first choosing, then preparing for, and finally entering an occupation. Adult choosers come to the point of choice having been shaped by already having passed through that stage.

One possible definition of growth in adulthood could be the refining of one's occupational skills or the advancement within one's chosen profession. This kind of growth, however, is not open to the majority of the working population. The organizational structure of work ensures that most people will not be able to advance in their occupations. They may not even be able to stabilize an occupational field as labour market changes cause occupations to become redundant or as layoffs and plant closings force them to choose again. The only avenue open to most people when constrained to choose again is lateral movement. That is, the chooser moves laterally from his/her position in one occupational hierarchy to a similar level in another organizational structure.

It is not that adults avoid or reject a growth experience when making a choice. However, the choice does not necessarily have the directionality implied in the growth metaphor. The next job may be simply an end in itself rather than a means to something beyond.

Thus adult choice takes on more the flavour of change than growth. It is a change to more money, better working conditions, or perhaps more interesting work. The growth sought in this type of change has more to do with its novelty than its growth potential as defined by developmental theorists. When making the change, the client does not typically have his or her eyes fixed on the distant horizons of the presidential suite.

With adult choosers, then, their aim may not be growth but change - either forced or voluntary. If this is the case, we truly might want to differentiate between adult and adolescent occupational choice on the basis of more factors than age alone.

THE PROCESS OF DECISION MAKING

Underlying models of both occupational choice and vocational development is the assumption that people are or should become rational decision makers. They find the solution to facilitating the process by which individuals become integrated into the labour market in the application of rational decision-making approaches. Thus, Pitz and Harren (9), Super (8), Heppner (10), Mitchell and Beach (3) and Katz (11), to name but a few, have all turned their attention to decision analysis, decision theory and problem solving within the career decision-making framework. Generally they have concluded that the rational decision-making model provides a valuable counselling framework and they emphasize the teaching of rational decision-making skills as an important counselling goal. They argue that through the rational analysis of the self and a similar rational analysis of the world of work, it is possible to locate a suitable occupational goal and to implement a plan that has a reasonable probability of resulting in the achievement of that goal. By teaching decision-making skills, counsellors will have provided clients with a coping mechanism that can be applied at individual decision points.

Obviously, the question of how people make decisions is a critical issue in career planning. Within the area of decision theory, there are two main strands of research and opinion. Normative models, which as Lee (12) has pointed out, are theoretically based on the idea of rational man, seek to define and explain the process of decision-making in terms of the inputs necessary at each stage and the outcomes that result. Descriptive models, on the other hand, concentrate on how people actually make decisions in real-life situations and they tend to focus on categorizing styles of decision making on a continuum of rationality. Each approach is worthy of consideration in developing a career counselling methodology.

Rational decision-making models define a sequence of steps in the decision-making process. Generally they assume that an individual faced with a decision will gather the information necessary to make an informed decision; will identify the alternatives and all the possible outcomes or consequences of the decision; will analyze the probability that each of the identified outcomes will occur; will assess their preference for each possible outcome; and will select the outcome that combines the greatest quantity of preference and probable success. Under conditions of uncertainty, this model postulates that people will seek to maximize the product of utility (preference) and probability. To deal with complex decision problems in which there are a number of variables and differing preferences for each variable, a more intricate model, referred to as multi-attribute utility theory that permits the simultaneous consideration of numerous factors, has been developed. Both types of model focus on the single decision point. Each decision is conceptualized as occurring at an isolated moment in time and its content boundaries are severely restricted. Such normative models, as Fjellman (13) has pointed out, make the following set of assumptions. First, they assume that people can and will locate and comprehend all the information necessary to make a fully informed decision. Second, it is presumed that people can identify all the possible alternatives and outcomes of the decision. The third supposition is that people can accurately predict the probabilities of uncertain events. Fourthly, it is conjectured that people know themselves well enough to be able consistently to order their preferences transitively. The fifth presumption is that human beings understand and process information serially. And finally, it is suggested that people will choose to implement the decision that rational analysis has uncovered to have the maximum expected utility.

All of these assumptions have been subjected to a sustained critique. The gathering of information presents the first problem. How do people know what information they require? About what alternatives? Even assuming that people do know, there is clearly a cut-off point at which the rational individual will recognize that the cost in terms of time alone to gather the information exceeds the possible benefits from acquiring it. If the client is gathering information about a variety of alternatives, this raises questions about the comprehensiveness of the alternatives being considered. If every occupational alternative were researched exhaustively, the client would never arrive at a decision point.

The understanding and use of the information raises the whole issue of human information processing. In a recent review article, Pitz and Harren (9) discuss four of the main problem areas which are summarized below. First they point out that human information processing is selective. Since humans have a limited capacity to process information (7 ± 2 items of information according to the research results of Miller and Starr (14)), they pick and choose among the information that is available. In identifying the selection criteria, researchers have found: that personal factors play an important role; that information is apt to be ignored if it is incompletely described or if it is related to some attribute that does not characterize all of the relevant outcomes; that information relating to certain events is given more weight than that about uncertain outcomes; and that in complex probabilistic processes, people tend to base judgment on the single most likely sequence.

Second, on the subject of understanding information, recent studies have shown that already held knowledge determines how new information will be understood. People fit new information into established categories and proceed to interpret it on this basis.

Remembering or recalling information is the third problem area. It has been shown that information presented in one context may not be recognized if critical features of the setting are changed. Second, since people remember information within logical structures, information may be distorted to fit the individual's categories. Third, the amount of information that will be retained and recalled depends on how well the information was learned during the first exposure.

Finally, the ways in which people use information has been studied. It has been argued that people's judgments are determined primarily by a number of simplifying heuristics. For example, people have a tendency to give greater weight to information that is readily available. Another tendency is to judge the likelihood of an outcome by means of its similarity to the available evidence. People are insufficiently responsive to certain kinds of information, particularly aggregate statistical evidence. This brief summary provides enough research evidence to cast serious doubts upon the information gathering and processing assumptions that underlie rational decision theory.

The next presumption is that it is possible to identify the possible outcomes or consequences of a decision. This requires certain knowledge of the future. Even for events of which we have a great deal of experience, knowledge of future outcomes is a dicey proposition. Unless we create general categories that cover every eventuality including sudden unexpected death, the list of possible outcomes we generate will be incomplete. This reminds me of a story attributed to Napoleon. Reflecting on the disastrous results of his Russian campaign, he is reputed to have observed that there were only three possible strategies that the enemy could have used against him and he had been prepared for each. Unfortunately, they chose the fourth!

Once the list of possible alternatives has been developed, it is necessary, in rational decision theory, to predict the probability that each of the outcomes will occur. In the nineteenth century, Bayes conducted a series of experiments from which he concluded that people quickly learn from experience to predict accurately the probability that various outcomes would occur. Recent research has demonstrated, however, that under conditions of uncertainty or risk, people are not good at predicting probabilities. As Pitz and Harren (9) noted, research on how people use information shows that they use simplifying heuristics, and that they are particularly poor about making judgments about complex outcomes. They tend to ignore uncertainties, to attend to the most likely sequence of events, and to ignore information that might lead to undesirable outcomes. In fact, Slovic, Fischhoff and Lichtenstein (15) on the basis of an analysis of recent research have argued that it is valid to generalize that, except for some Bayesian inference tasks, people tend to be overconfident in their judgments.

Next, rational decision models are based on the assumption that people can know their preferences and value systems, can order their preferences systematically, and can make consistent judgments based upon them. Pitz and Harren (9) point to research that has indicated that the process of assessing values may itself serve to alter the values, and that values measured in different ways can appear to be inconsistent. People are not always transitive in their value judgments. That is to say that although they prefer A to B and B to C they do not consistently prefer A to C as they logically should. Dawes and Corrigan (16) have demonstrated that even when people have established a set of criteria upon which to base judgments, they often apply their own rules inconsistently. In fact, they have shown that linear mathematical models based on human judges are more logically consistent than the judges themselves.

To conduct a rational decision analysis, it is necessary to break the decision problem down into a sequential process in which information is processed serially. The evidence suggests that this only partially describes how people analyze and integrate information. Sagan, in The Dragons of Eden (17), has postulated that human beings have two distinct models of perceiving and using information. He argues that the left hemisphere of the brain processes information sequentially whereas the right hemisphere processes information simultaneously using several inputs at once. He relates analytical and rational thinking to the serial processes of the left hemisphere; emotional and intuitive leaps to the right hemisphere. Loehlin (18) makes a similar point. He observes that to a considerable extent, human behavior and action can be considered as a serial process, while perceptions and motivations are much less clearly so. He points out that we are constrained to read and write sequentially, but when we observe objects or works of art, we see all parts simultaneously. Inasmuch as career choices are based upon perceptions and motivations, and that the rational analysis of our value system changes the value system itself, it is open to question whether the rational decision model helps people arrive at more accurate conclusions.

Finally, rational decision theory posits that people seek to maximize utility. Mitchell and Beach (3) conclude that the data from a number of research studies support that interpretation that people will prefer and choose those occupations they believe are most likely to lead to the highest personal benefit. Not all reviewers are so optimistic. Slovic, Fischhoff and Lichtenstein (15) conclude that recent research has shown that "because of limited information processing capacity and ignorance of the rules for optimal decision making, people's judgments are subject to systematic biases," (page 14) and Pitz and Harren (9) have pointed out that choices and judgments are often made less than optimally because of information processing errors. Fjellman (13), following Simon, goes further. He suggests that both because of information processing limitations and because of limitations in knowledge of the future, people try to "satisfice" rather than to maximize. That is, rather than trying to get the best conceivable result, even assuming one could know it, decision makers divide outcomes into two basic categories, those that are satisfactory and those that are not, and they will act so as to get one of the results in the satisfactory group. Fjellman proposes that people tend to use "satisficing" strategies in low-frequency decisions and are more likely to use optimizing strategies in high frequency ones. Research by Mills, Meltzer and Clark (19) supports the conclusion that optimizing strategies are used when there are a small number of options and "satisficing" strategies were used when the number of options was increased. Since career choice involves both a large number of options to select among and is a relatively low-frequency decision, a rational decision model based on the maximizing assumption seems inappropriate.

The next problem with the rational decision model from the counselling point of view is that it provides no clear link between deciding and acting. Within the maximizing assumption is the implicit view that people hesitate to decide only because they don't know which action is best. Once they have determined the answer, it is assumed that they will implement it purposefully. While some people may be like this, the majority who come for employment counselling are, as Peavy (20) suggests, reluctant decision makers who seek to avoid both decisions and actions. As well, the evidence from Epstein-Morduchowitz's (21) research suggested that the higher the degree of responsibility that an individual felt for the consequence of a decision, the longer that person delayed and avoided deciding. Finally, in a limited research study, Brockway (5) found that the rational decision-making model was no more effective than any other counselling strategy in precipitating client action.

Researchers whose main focus is the living breathing individual have developed empirically based descriptive analyses of how people actually make decisions that emphasize motivations and decision-making styles. Peavy (20) summarized the problems that face counsellors in his observation that:

> "A very important consideration for counsellors is that most clients are reluctant decision makers, beset by worries, doubts, and conflict, struggling with clashing loyalties, longings, preferences and dislikes, and struggling to find emotional relief by procrastinating, rationalizing, avoiding and denying. Very large numbers of people, especially those who seek employment and vocational counselling are prone to withdraw from conflict, uncertainty and commitment."

He grouped clients into three categories of decision makers - successful, reluctant and resistant - and he argues that different counselling methods should be used with each. Holland and Holland (22) make a similar point in their analysis of vocationally undecided high school students. They categorized undecided students as fitting into three distinct groups - those who don't yet feel a need to make a decision and therefore do not; those who are relatively immature and anxious and therefore seek to avoid deciding; and those who seem constitutionally unable to decide. This type of research emphasizes the analysis of strategies for decision making or decision-making styles. Jepson (23), for example, analyzed the vocational decision-making strategies of non-college aspiring high school students and uncovered twelve types of strategies that ranged all the way from the "action planners" to the "singular fatalists." On the basis of her research, Arroba (24) posited the existence of six major decision-making styles: compliant, no-thought, emotional, intuitive, logical, and hesitant. Moreover, she argued that most people used each of these styles at various times depending upon the nature of the choice to be made. And Lee (12) has argued that, "even for a particular decision situation it would be more useful to classify people on a continuum of 'degree of rationality' rather than as 'rational' or not."

In a similar vein, Janis and Mann (25) have developed a conflict-theory model of decision making that identifies a number of decision stages and that result in a number of different decision styles. They suggest that an individual who faces a decision asks him or herself a number of questions and, depending upon the nature of the self-generated responses, uses a variety of decision-making styles that can be understood as a hierarchical continuum. They are: unconflicted inertia, unconflicted change, defensive avoidance, hypervigilance and vigilance. At each point in the decision process, the individual processes information to determine what action to take. Emotional or situational inhibitors may, at any point, prevent a client from continuing through the process thus resulting in less than optimal decision-making styles.

Finally, Fjellman (13) adds a number of variables that he suggests influence the decision-making styles of individuals. First, he points to the cultural background of the individual. He argues that the rules that tell us what a decision situation looks like and when it is imminent are part of our cultural heritage and may well be different among different groups. Secondly, he stresses that certain types of decisions, career decisions among them, are low-frequency decisions. He argues that people develop their personally successful decision strategies on the basis of feedback from previous similar situations. In low-frequency decisions there is little feedback and if the relationship between the decision point and the consequences is delayed, as it often is in career decisions, or sparse and confusing, as is also the case, there is little opportunity to develop successful strategies.

Empirical studies of decision making, then, suggest that in reality there are a variety of decision-making styles and that at various times people use different methods to make a decision. In career decision making then, why is there such a strong preference for rationality and what is meant by the word?

The logically consistent, rational choice seems to have become the goal towards which everyone must strive. Yet there are many aspects of our lives in which rational decisions are not expected. For example, when faced with the decision to choose between Movie X and Movie Y, no-one would expect me to conduct a rational decision analysis. If pushed, I might say reasonably that in the past I have generally preferred comedies to thrillers and that is the basis of my decision. It would seem to me, however, that this is simply a post facto rationalization for a decision already made about which my motivations are obscured in doubt. It might be argued here that the example is a trivial one; that the consequences of the choice are unlikely to have any long-term effect and that therefore the necessity for a rational choice does not exist. To refute this charge, let us take the example of the decision to marry. For most people, this is a long-term decision that will have important personal consequences. Yet the reason given by most people for marrying, that they are in love, is accepted by most as a sufficient explanation. The individual who admitted to sitting down and proceeding through a rational analysis of all the information to be had about the other person, examined all the possible outcomes, assessed the probability that each would occur and rated personal utilities to arrive at a rational decision would be viewed as cold, heartless, and quite possibly crazy. And given the risks and probabilities of divorce, she/he would most probably not marry at all. To choose marriage after a rational analysis is a triumph of hope over reason.

Perhaps the whole issue has become obscured through the overuse of the word rational. Within decision-making theory, a rational decision is one that satisfies the criteria built into the model. However, in everyday language, there are at least fifteen senses in which we use the word. As counsellors, we are not concerned with whether people make rational decisions as defined by normative models. As the arguments on the preceding pages have demonstrated, there are serious questions that can be raised about the adequacy of the model itself. As well, there is no guarantee that the decision arrived at through the use of a rational decision model will turn out to be a successful choice. Since there is no fail safe way to judge the rationality of any decision — especially one like occupational choice which must be based on personal preferences and motivations that cannot be measured and certainly cannot be judged by anyone but the individual concerned – it seems unnecessary to require clients to engage in an activity whose processes and outcomes are of dubious value.

Perhaps, in fact, counsellors are more concerned to help clients make a reasoned rather than a rational decision. Reasoning is the process by which individuals try to reach conclusions through systematic, connected thinking. To think through a problem, people require a structure around which to order their thoughts. It is not necessary, however, that the structure be predicated on categories developed with a rational decision-making model. Rather than trying to ensure that the process the client uses to arrive at the decision be based on normative models, it is perhaps more important that the structure be geared to addressing the client's perceived problems. In addressing outcomes, for example, it is less important that the client predict all the possible outcomes and the likelihood that each will occur than that the client figure out a way to ensure that one of the outcomes can occur. In other words, given that an individual is considering both truck driving and bricklaying as possible occupational goals, it is perhaps less important to determine which one will provide the best combination of security and safety, than to determine which one the client is more likely to be able to qualify for within the time frame she/he has set him or herself.

The purpose in providing a structure around which clients can reason, is not to help them arrive at some rational, objective "best" decision. Rather it is to help clients reduce their anxiety by helping them to eliminate unarticulated fears and by providing them with a mechanism by which they can translate their goals into goal-directed actions. Since, in the end, the consequences of any decision cannot be known before the fact, and often not even understood after it, occupational choice like the decision to marry requires a leap of faith, but the immobilizing anxiety that hinders people from making such a commitment can be reduced by a reasoned analysis of the issues involved and the steps that need to be taken in the future. Such a structure should help the client arrive at a decision that suits him or her for whatever reason in order that some action can be taken. The goal is to facilitate action.

To summarize, the foregoing analysis has demonstrated that rational decision theory is inadequate as an explanation of how people actually make decisions, but a number of points have been raised that should be taken into account in developing employment counselling systems for use in Canada Employment Centres.

First, such a system should assist in overcoming problems in information gathering, generating alternatives and information processing. Rather than expecting clients to figure out what information is needed and to generate the lists of alternatives entirely themselves, they should be helped with these tasks. As well, they should be provided with a structure that can overcome information processing errors in selection, categorization and recall of information.

Second, such a system should be based on the recognition that occupational choice is a relatively low-frequency decision that requires selection from among a large number of alternatives.

Since occupational choice occurs rarely in an individual's life, it is unnecessary to teach the skills required to make this decision. Learning skills is a time-consuming process and most clients do not have the time or the motivation to acquire them especially since clients rarely perceive the need for them. The result of trying to teach skills may well be the loss of the client from the employment counselling process. Therefore the counselling system should eliminate the necessity for learning skills while providing a framework within which the client can operate relatively independently. Since the goal is to help the client arrive at a decision she/he feels comfortable with, rather than trying to ensure that the decision is a "good" one from the counsellor's point of view, the structure need only be judged on the basis that clients find it useful and act to implement occupational goals.

Thirdly, since there is a large number of alternatives for the client to choose among, a "satisficing" rather than a maximizing approach to the selection of occupational alternatives appears to have more validity. The counselling system should, therefore, help the client arrive at a number of satisfactory occupational alternatives, any one of which might be implemented depending on the demand in the labour market in which the client is operating. By changing from the rational decision-making emphasis on the one right choice to an emphasis on locating a number of equally satisfactory alternatives and by reducing the stress that is placed on the irreversibility and inflexibility of career decisions, it should be possible to reduce anxiety and avoidance behaviours.

Finally, it must be emphasized that the purpose of employment counselling in the Canada Employment and Immigration Commission is to facilitate client integration into the labour market. Therefore the system must meet expressed client demands. Because most clients wish to find a job quickly, the system must be conserving of not only counsellor but also client time. As well, the system must go beyond helping the client to make an occupational choice into the area of assisting in the implementation of that choice.

In short, to provide clients with the information they need about the rapidly changing labour market, to help them access this information in personally relevant ways that reduce the problems of human information processing, to provide a structure within which to use the information that doesn't necessitate the learning of new skills, to provide the individual instruction necessary to help clients use the information to become integrated into the labour market, and to reduce both counsellor and client time spent on the process to a minimum, one possible solution is to use the computer as a counselling tool. The computer provides the means by which the goals of employment counselling can be met in the CEC.

COMPUTERS AS A COUNSELLING TOOL

The ever increasing use of computers is transforming every aspect of our society. Their application in industrial and financial settings is commonplace and it is predicted that by the year 2000 home computers will be widely available. It is quite realistic to imagine the day when a client faced with an employment decision ranging from the specification of an occupational choice to assessment of a job offer will be able to sit down at home and reason through the decision with the help of learning packages designed for the home computer.

In social science fields, such as education and counselling, administrative and self-instructional packages are already available and becoming more widespread. In fact, Sagan (17) has compared the development of computer technology to the invention of writing in its potential impact upon the individual's personal growth and mastery.

Computers are already in use in the fields of guidance and counselling. At the most obvious level, they are used in research to store and manipulate data. As research tools, programs can also be developed to test theoretical models. In the area of personality theory, to name just one example, this is already being done. As Loehlin (18) pointed out, these models can serve a variety of research purposes. They include: the creation of a data base from which theoretical generalizations may emerge; as a speculative tool for the combination and extrapolation of assumptions to see what consequences follow from them; as a method of critiquing verbal personality theories to test their completeness and accuracy; and as a method of documenting personality theories in order to specify processes unambiguously.

In counselling, computers are also being used as teaching devices. Programs such as CLIENT 1 and ROGER have been developed to teach counselling students theoretical counselling models and to permit them to practise the counselling skills they are learning (26, 27). Here, the interactive computer program has a number of practical and ethical advantages. It becomes much easier to assess the development of each student's counselling skills both alone and in relation to other students since each counsellor faces exactly the same client. Moreover, there is immediate feedback to the student so that poor habits and methods can be eliminated before they become ingrained. As well, the ethical problem of permitting inexperienced counsellors to practise on real people can be eliminated.

Applications that permit actual personal counselling are also under development. One such system was developed to interview suicidal patients in order to provide a summary of the patient's clinical state and to predict patient suicide attempts, and has proven reasonably successful. Other systems based on client-centred techniques of reflecting feeling have been produced as has been a demonstration project of simulation of aspects of psychoanalytic interviewing. Recently, Wagman (28) has designed a primarily cognitive, interactive, dilemma counselling approach based on teaching the client to transform his or her problem into an avoidance-avoidance format from which solutions can be generated.

To facilitate client placement in an employment counselling setting, several programs are underway. In Great Britain, the Computer Assisted Placement Services (CAPS) attempts to bring the most compatible students and employers together through a systematized matching process. In the CEIC, the Metropolitan Order Processing Service (MOPS) that will provide much easier and faster client access to job orders is being field tested, and another computerized system, JOBSCAN, that will help clients identify their skills and match them to various job openings, is being developed. It seems likely that both business and industry will develop their own computerized placement systems on the assumption that people who are in an occupation they themselves find suitable will change jobs less frequently and be more satisfied, thus showing reduced absenteeism and increased productivity. The computer's ability to store large amounts of information about both employees and job openings and its ability to match this information may be helpful as a method for assisting employers in the selection of personnel on the basis of their likely success in various work environments.

From the point of view of this paper, the most important area in which computers are presently being used is the area of occupational and educational choice. Of the three main types of programs – systems that focus on curriculum selection; systems that aim to provide occupational and vocational information; and systems that provide occupational and educational information accessible through personally selected criteria – it is the latter with which we are primarily concerned. There are dozens of computer-assisted guidance programs currently operational. Writing in 1974, Harris (29) identified some 30 different systems, and more, including CHOICES, the Commission's system, have come on line since then.

What are the advantages of a computerized system? The most obvious lies in its ability to store and retrieve data. Vast quantities of systematically categorized occupational information can be stored, new occupations can be added as they appear and redundant ones can be eliminated. Occupational information that is both highly important to clients and that changes rapidly, for example information about earnings or the demand prospects, can be updated as new information becomes available. As well, information can be stored at the provincial level but accessed nationally, thus permitting increased mobility of the labour force.

It is easy to retrieve information stored in a computerized system quickly. Rather than having to spend hours searching files and looking at information that is not required in order to find that which is, the user can specify only that information which she/he wishes and it is retrieved almost instantaneously.

In the area of access to data, the computer has enormous advantages over any print-based system. If the user is interested only in two or three categories of information about several occupations, she/he can request only that information. As well, the client can specify personally relevant criteria and the computer can generate a list of occupations or educational institutions that meet the user's requirements. Thus the search for information can be accomplished both exhaustively and speedily.

Use of the computer can overcome many of the human information processing limitations that were discussed earlier. Information in a computerized system has been categorized systematically, each data item is complete, and the information is comparable among occupations. The computer can "remember" vast numbers of items of information with complete accuracy and it will search each category exhaustively and recall or retrieve every item that is requested without distortion. Thus, in the areas of selection and recall of information, at least, the computer can overcome many human errors.

The data-base in a computerized system is highly structured. This structure provides the logical framework through which the information is searched and retrieved. Rather than expecting the client to figure out what information she/he needs in order to search for it, the user is told what categories of information are available. The client can then access only that information which is seen as relevant. Thus the output is individually tailored to client needs.

As a specific illustration of a computerized system, a brief description of the CHOICES system, developed by the Canada Employment and Immigration Commission, is in order. CHOICES is an interactive, natural language, system. That is to say, the user "converses" directly with the data bank through a typewriter-like terminal, the printed conversation appears in either English or French depending upon user preference, and client commands or responses are either simple words or numbers.

There are two main data files. The occupations file, which is currently operational, contains detailed information concerning approximately 1000 separate occupational titles. The institutions file, which is currently being developed, will contain detailed information about all post-secondary programs and institutions across Canada.

When using the occupations file, the client begins by choosing the province for which information is desired and the language of preference. Next the client specifies the access route, of which there are four, called Specific, Compare, Related, and Explore. The first two, Specific and Compare permit the client to access information about occupations they identify through inputting the occupation's code number. They then identify the categories of information they require about each occupation and they receive a printed list of the information the computer contains about the specified occupations on the identified topics. To use these routes the client must know the code numbers of the occupations of interest to them and this is provided off-line.

Related and Explore routes operate very differently. Here, the client begins by choosing categories of information that identify what she/he is looking for in an occupation. From this the computer searches for occupations that meet the specifications and, when the number has been reduced to 25 or fewer, prints the titles and code numbers of the selected occupations. An example will illustrate the process. If the client chooses to explore occupations, the computer begins by listing the categories that the client can use. These include such topics as: interests, aptitudes, environmental conditions, hours of work, earnings and future demand. The client selects as many as she/he wishes. If the client has begun with earnings, the computer lists 9 earnings levels that range from under $5000 per year to over $25000 per year. The client then chooses the level of earnings that she/he would accept. The computer searches its files, eliminates all occupations that fall below the range specified by the client, and shows the result of the client decision through a score box that enumerates the total number of occupations in the memory, the number remaining before the last choice, and the number now remaining. Thus the client is kept informed of the effects of each choice and is always permitted to change responses if the outcome is deemed unsatisfactory.

The CHOICES system is highly personal, both in the simplistic sense that it addresses the client by his or her name and that the tone of the conversation is friendly, and more importantly in the sense that the client directs the conversation to obtain the information she/he wants by choosing both the routes, the topics and the factors. As well, test data, such as aptitudes profiles obtained from the GATB and interest patterns derived from the COII can be used compatibly with the system. The amount of time spent obtaining the information is determined by the client who retains a print-out of the conversation.

What has been the response to computerized systems? According to Harris (29) who reviewed research results of computer based systems in terms of both acceptance and effectiveness, computerized systems were enthusiastically accepted by both students and parents. An evaluation of the CHOICES system (30) conducted in 1978 produced similar results with approximately three-quarters of the experimental subjects reporting they found CHOICES either useful or very useful and with about seventy percent reporting that they would like to use it again.

In analyzing the effectiveness of systems, Harris (29) noted that clients perceive that they have increased their knowledge about the world of work, have increased the number of options they are considering, feel a greater ability to make a vocational decision and prefer the computerized exploration to traditional book and filing cabinet approaches. There is also evidence that clients increase their exploratory behaviours.

In comparing the effectiveness of human counsellors and computer based systems, there is evidence that they are equally effective and positive. The results with low-ability clients is somewhat confused, with Harris reporting the low-ability clients benefitted more from counsellors and Maola and Kane (31) reporting the opposite results. This may be the result of using different systems. In the selection of courses, Harris reports research results that indicate that human and computer counselling were equally effective and Cochran, Hoffman, Strand and Warren (32) found that the SIGI system helped clients in the selection of college majors more than in the selection of occupational alternatives.

In examining the effect on vocational maturity, Harris summarized her findings by saying "Use of present computer-based systems results in increase in awareness of need to plan and in knowledge and use of resources for planning, but not in decision-making skills." Cochran, Hoffman, Strand and Warren (32) found positive changes in pre-post measures of decision-making stage related to choice of college major but not in measures related to vocational choice. The CHOICES evaluation (30) indicated increased career maturation in terms of increased internal orientation of career planning, increased career implementation, and increased ability to select jobs which are more personally suitable based on environmental working conditions.

This brief summary indicates that there is high user acceptance of computerized systems and that they are at least as effective as human counsellors in assisting the client to make occupational or educational choices. Especially in the area in which computers have the greatest advantage over traditional methods, that is in the area of information selection and retrieval, clients were highly positive towards computerized systems. Highly personalized systems such as CHOICES provide both a great deal of information about occupational alternatives and a method by which objective information about the work environment can be related to subjective and personal needs and values in order to make a reasoned decision.

There are, of course, a number of criticisms of computerized systems. For example, there has been a fear that such systems will be considered by clients to be too impersonal, though this fear is rapidly fading as a result of enthusiastic client acceptance. Counsellors, too, have been concerned that computerized systems will replace human counselling. Developers of computerized systems recognize that computers are not a solution to every client problem. The purpose of such systems is not to reduce the number of counsellors, but to redeploy counsellor time more effectively. The computer will relieve counsellors of the time-consuming and boring task of information retrieval, thus leaving more time for counselling tasks that require human sensitivity and skill.

Another criticism has centred on the nature of the data itself. If the kinds of data that are included are irrelevant or if the information is inaccurate, clients can be led in inappropriate directions – garbage in, garbage out, as the saying goes. This is true. It is also true for any kind of occupational and career information. In fact, it is easier to deliver accurate information via the computer than via traditional print-based methods.

There is also concern that computers will be used by clients to make the decisions that they should be making themselves. In order for clients to obtain a list of suitable occupations from CHOICES, they must make all kinds of decisions themselves. They must select the categories to use and the factors within each category. That is, the client, not the computer, decides both whether to select earnings rather than interests and the earnings level itself. The computer does not decide at all – it only retrieves the occupations that meet the criteria decided upon by the client.

It is true, as Peavy (20) has pointed out, that some clients will avoid making any decisions themselves and will require directive counselling. However, they will not get this from the computer but from other people such as the counsellor or friend who helps them select the criteria they wish to use in the session with the computer. The computer itself does not give directions, it only responds to them.

Perhaps the most telling criticism of computerized systems, however, is that they address only one part of the process of integrating the client into the labour market. To achieve the CEIC goal of assisting the client to become integrated into the labour market it is not enough to help him or her identify a number of occupational alternatives. Rather it is necessary to provide a means by which the client can be taken beyond choice to action.

NEW DIRECTIONS

How can computerized systems be adapted to meet the objective of assisting the client to implement goal-directed action?

To begin, the modifications will have to be based on the recognition that there are basically three categories of clients who require assistance in the process of making and implementing occupational decisions. First there are those who want to make an occupational choice in order to find a job in the near future. Second are those who want to make a choice in order to choose educational programs and institutions. Third are those who, while leaning towards getting a job quickly, are willing to take training if on the basis of reflecting upon occupational goals they become convinced that they must acquire further training. Rather than assuming that all clients need to go through exactly the same process, additions to the present system must be designed to meet the needs of each of these client groups.

CHOICES, like most computerized systems, helps clients through the developmental stages of exploration and early crystallization. Unless, at that point, the client is willing to explore training possibilities, which is still an exercise in exploration and crystallization, the process ends. Yet, in the area of occupational information, it is well known that it is not enough to make clients aware that they need information; they must both be helped to determine the type of information that is required and be helped to acquire it. The same must surely be true of assisting action. The client probably doesn't know either what kinds of steps are required or how to do them. In fact, job search programs are predicated upon this assumption. Therefore, additions to the CHOICES system must help in the implementation of occupational decisions through assisting in the assessment of occupations in terms of their feasibility and directing clients to take concrete implementing actions. In doing this, the information that is provided must be geared to the clients needs. In other words, if the client requires information about potential employers and not about how to write a resumé, that is the information the client should get.

Finally, it must be recognized that for many clients there will be only one counselling intervention. Much as one might deplore this reality, it is sensible to develop counselling programs based upon the premise that some assistance will be more useful to the client than no help whatsoever. Therefore, the client must be provided with a list of concrete actions to be taken in the future that is geared specifically to his or her goal.

What might be the general structure of such a system? Upon completion of occupational exploration, the system would next turn to the assessment of occupational alternatives, based upon the client goals. For example, if the client's goal were to obtain a job without taking further training, each occupational alternative would be assessed in terms of how well it met this objective. The client would begin by identifying the occupations that were being considered. For each one, the client would be asked to compare his/her qualifications to occupational requirements and to rate the match on a three or five point scale. First, probably, the occupation would be examined in terms of mandatory or preferred licensing or certification requirements. Next, educational and training requirements would be assessed. Third, the physical and aptitudinal qualifications would be assessed. Finally, clients would be asked to assess the typical occupational tasks to determine whether the client was sufficiently prepared to perform them. Occupations which were not at all matched would be eliminated from consideration, and the ones that remained would be ordered from most to least matched.

To do this kind of assessment will require some changes to the occupational data base in the CHOICES program. The difficulties in providing standardized information cannot be minimized and it may take some time to accomplish. However, such new systems as JOBSCAN, which analyze the skills requirements for various occupations, will make the task that much easier.

Once clients have determined their qualifications for each occupation, they can select one or more to implement. To do this a linkage could be made to the MOPS system, in order to locate job openings in the identified occupations. As well, clients will be able to choose to assess their job skills and provided with instructions on how to improve those their assessment has shown them to be weak in. Thus the client would be helped into implementation stages geared specifically to his or her needs.

Similar kinds of assistance can be provided to those clients who are planning to continue their training. After assessing their qualifications for various programs and their preferences among institutions, they can be helped to implement the selected option by such information as how to obtain application forms and how to complete them, how to obtain financial assistance, and other related practical planning information.

Enough has been said to indicate the directions in which we see the CHOICES system developing. It must be a practical system geared to meeting the client's expressed needs and goals. Perhaps it should be likened to a recipe. Use of a recipe book will not turn a neophyte into a great chef overnight. However, by following the recipe, the amateur cook has a better chance of producing an adequate soufflé than if she/he talked to a few friends and, trusting to luck, took the plunge. By providing an individually tailored recipe for a large number of clients, we may inspire a few to examine the process in greater depth and we will help the many to achieve adequate if not brilliant results.

CONCLUSION

We started this discussion by pointing out that current occupational decision-making theory was based on the assumption of rational growth. We questioned the growth metaphor and suggested that change was a more suitable description of adult choice. Finally we discussed the possibility that 'reasoned' rather than 'rational' fits more comfortably in an employment counselling framework. Thus we have moved from rational growth to reasoned change as the conceptual framework of adult occupational choice.

This framework has important implications for how we, as employment counsellors, might wish to deal with our adult choosers.

First, 'change' suggests that there is no hierarchy of values that can be placed on an occupational choice. If growth is not a primary objective, then upgrading one's present skills and learning totally new ones are equally valued alternatives.

A second implication of this approach is that counsellors accept the client's occupational choice, no matter the manner at which it was arrived. Counsellors, coming as they do from a humanistic discipline that is oriented towards a helping philosophy, may have difficulty accepting these types of client goals. It is always difficult to watch someone making a decision we feel sure they will regret. It is particularly difficult when the decisions being made are based upon values that seem superficial. A client making an occupational choice solely on the basis of earnings, hours of work, and environmental conditions, we know, is only by chance going to end up being satisfied with or interested in the work. Therefore, counsellors have a tendency to try to persuade the client that she/he should use other bases for deciding. Too often, however, the result is that the client submits resentfully to the suggestion, searches for occupations as the counsellor directs, and then fails to implement the choice leaving both counsellor and client frustrated. By reducing the emphasis on the permanent nature of the decision and on a unique way to arrive at a decision, the counsellor need feel less concern to make sure the client makes the "right" decision in the first place. The important point for the counsellor is not to ensure that the decision is the right one, but that it is a reasoned one that satisfies the client at a particular point in his/her life.

The client can choose again later if the decision has proven unsatisfactory, and by this time she/he may realize that external criteria are not necessarily the only ones to be considering.

Thirdly, a 'reasoned' rather than 'rational' approach suggests that the structure of the decision process need not be built on a rational decision-making model. A structure is required to reason through the choice in order to reduce client anxiety and to facilitate goal-directed action. As we have argued, a structure that meets both these goals and that can reduce information processing problems is the computerized guidance system.

The final and most important implication of this concept is that the role of the counsellor may shift from facilitator of rational growth to a gadfly for client action.

If one, as this paper suggests, accepts the client goal as appropriate then the primary focus of counsellor help should be in helping to action that goal.

The clients in our employment centres come in with that need. They seek help in taking action. While we do provide a placement service for those who are job-ready, there are many more who need help in formulating the type of change required. Their primary goal continues to be, however, actioning the choice.

In summary, this approach is based on the assumption that occupational choice is not early, permanent and irreversible but rather a series of decision points made over time. It is based on the assumption that although people reason, they are not rational in the sense that is assumed by rational decision models. It accepts that personal and situational factors – not to mention just plain chance – will play an important role in the decision to be made. It accepts that client values are paramount. And it is much more concerned to precipitate goal-directed action than to ensure that the goal is the "right" one.

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COUNSELLING FOR MID-CAREER CHANGE

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Sommaire: Conseiller des clients qui changent de profession comporte certains problèmes uniques au praticien. Aider les gens à ré-évaluer leurs objectifs professionnels à l'âge mûr exige une expertise spéciale. Cet exposé soulignera les connaissances et les compétences jugées importantes par les conseillers albertains pour aider les adultes à envisager leurs professions. Quelques mythes et questions entourant ce phénomène, les méthodes pratiques de consultation ainsi que les aides et ressources recommandées seront passés en revue.

Zusammenfassung: Die Beratung von Midlife-Berufswechslern ist mit außergewöhnlichen Problemen für den Berater verbunden. Menschen zu helfen, als Erwachsene ihren Beruf zu wechseln, erfordert besondere Erfahrungen. Dieser Vortrag beschreibt, welche Kenntnisse und Fähigkeiten die Berater im Berufs-Center der Provinz Alberta (Alberta Career Centre) dabei für besonders wichtig halten. Manche der falschen Vorstellungen und Fragen, die das Phänomen Midlife-Berufswechsel umgeben, einige praktische Beratungsansätze sowie Anregungen für Beratungsmittel und -ressourcen werden besprochen.

In recent years the mid-career change phenomena has received increasing attention and interest. For this presentation we will approach the topic from the perspective of practitioners who actually deal with mid-career clients on a daily basis. We hope to show you how our counsellors view mid-career change, to articulate the skills and knowledge our counsellors feel are critical in counselling and to provide you with a list of tools and resources which you might find helpful in your work with clients.

The content for our presentation is based on the practical experiences of Alberta Career Centre Counsellors. It is, therefore, important to mention the context in which we work. Eleven Career Centres, established by the Government of Alberta's Department of Advanced Education and Manpower, are located throughout the province. Working full-time with adult career problems, our counsellors deal with a variety of clientele and must relate to a variety of external environments. Examples of our clients' concerns are; "I've worked for twenty years in a particular field and want out of this line of work. What else can I do?" or "I've been a housewife and mother for fifteen years, never worked and now that my marriage has ended I must go to work. What can I do?" Our goal as career counsellors is to assist adults to plan their work future but we are not involved in direct job placement.

In designing this presentation we wanted to draw upon the unique experiences of Alberta Career Centre counsellors. We interviewed twelve of the experienced counsellors and posed the following questions: How do you identify a mid-career client? What are the most important things for you to know about mid-career change? What skills and knowledge are significant in helping mid-career changers? What techniques, resources and methods for career counselling have you found particularily useful?

We recorded, summarized and categorized the wealth of information that these questions generated. While there was variability and diversity in responses, we did in fact find a high degree of consistency when we analyzed the results. We've organized the information under five major areas of counsellor expertise and knowledge:

1. Definitions
2. Decision Making
3. The World of Work
4. Adult Learning
5. Counsellor Roles

For the remainder of the presentation we will discuss our findings in each of these areas.

1. Definitions

Although there has been a great deal written about career change, it becomes obvious through reading the literature that there are no universal definitions for essential concepts. Sometimes "career" is seen as "profession", sometimes it has a much broader definition. An understanding of three basic working definitions is essential to understanding our view of career planning and our orientation to career counselling.

First of all, everyone has a career. It is the sum total of all life's experiences including paid and unpaid work, volunteer and community activities, hobbies and leisure activities.

An occupation is a grouping of jobs which have common or highly similar characteristics. Examples of occupational titles are: teacher, carpenter, accountant.

A job is a position held doing particular duties for a particular employer. Teaching English at Victoria Composite High School is an example of a job.

There are some important implications of these definitions. Since "career" is the sum total of life's experience, then career planning is lifelong and is a normal process that occurs at various stages. Although we, as career counsellors, focus on work alternatives and develop expertise about the world of work, we must be careful to examine work changes in the light of the effect they will have on an individual's total career pattern. These definitions also imply that the outcomes of career planning may not be observable, external changes in an individual's occupation or job. In fact, a decision may be made to effect a change in another aspect of one's career; personal life, leisure activities, etc.

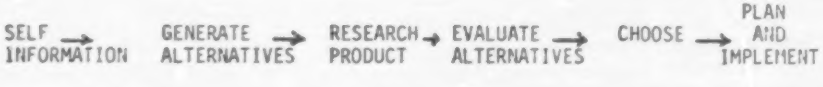
What, then is mid-career change? We define "mid-career changers" as people who are in the middle of their total life experience and are considering an alteration in some aspect of that life situation. Since more of life is woven into work, total lifestyle issues are often more critical here than at earlier stages. Such things as money, skills, expertise and benefits become more significant.

In order to examine some of the important aspects of mid-career change a video, "A Chance for Change", was prepared for this presentation. It outlines the factors leading to a re-examination of a career path and the outcomes possible for such a re-examination. It also examines some of the emotions associated with career planning in mid-life and presents some of the myths and misconceptions held about career planning.

2. Decision Making

Career counselling is helping individuals make decisions about their work future. Almost all counsellors stated that they used a model to aid their clients in this decision making. While there was some variability in the models used, they followed the basic steps: Who am I? What's available? How do I get there?

We will use one particular model to illustrate how we assist individuals to make a career/occupational/job choice.



A. Self Information

In making a career choice it is important to know the relevant criteria for making a sound decision and to obtain accurate self information with respect to those criteria. The range of important self information includes, but is not limited to, the following factors: interests, aptitudes, physical abilities, skills acquired, salary requirements, values and lifestyle.
As counsellors, it is important for us to be familar with a variety of methods to assist our clients to obtain such self information. Structured self-reporting techniques, skills analyses, and role-playing situations, as well as standard psychological testing, are examples of methods we use for obtaining relevant self information.

B. Generate Alternatives

The next step in the career decision making model is to generate possibilities which match, in part, particular things about one's self. For example, if I am particularly interested in doing abstract and creative work I would need to generate some occupational possibilities where I would have a chance to do such activities. At this stage in the decision making process, it is important that an individual generates a number of alternatives based on a variety of personal characteristics and that a broad range of alternatives is considered. Our counsellors use various methods for generating possibilities including the "Canadian Classification and Dictionary of Occupations", interest tests, key sorts and personal knowledge base.

C. Research Product

The goal at this stage of the decision making process is to obtain information about his/her particular career alternatives. These alternatives need to be examined in the light of some standard questions (e.g. employability, labour market trends, licensing requirements, special skills and aptitudes required, salary) as well as answers to some personal requirements (e.g. flexibility in working day, stress level, advancement, type of co-workers or whatever the individual deems critical for his/her own personal satisfaction and success). We encourage people to use a wide variety of sources to obtain answers to these questions.

D. Evaluate Alternatives

Each of the most viable occupational/work alternatives must now be systematically evaluated in the light of a priorized list of individual preferences and requirements. Acknowledgement and assessment of risks associated with each alternative is an important part of this stage.

E. Choose

Based on the systematic evaluation of alternatives, an individual is now in a position to select the alternative that is most likely to be satisfying and successful.

F. Plan and Implement

The goal at this stage of the decision making process is to map out a strategy to achieve the selected work goal. This includes both a short and long term plan and specific steps to be taken to achieve those. One needs to anticipate what can go wrong and have contingency plans. However, if a goal proves to be unattainable, the individual should have a back up plan, a "Plan B". Enlisting the support of significant others in the implementation of plans is particularily important for mid-career changers.

This provides a quick over-view of a decision making model. It is important to remember that, although the steps are static, various components of the model are dynamic. Self information is not static. It changes over time, even in the time involved in working through the decision making model. Hence, it is likely that certain steps will need to be repeated while using the model. Secondly, it is important that all steps must be covered for effective decision making. For example, it is impossible to decide what one's best alternative is without having a priorized list of personal criteria.

A decision making model was used by almost every counsellor we interviewed. There would seem to be a variety of reasons for this emphasis on decision making models in career counselling. First of all, a model serves as an assessment tool for the counsellor and client to articulate what decision the client is trying to make and what steps in the decision making process need to be covered. This, in turn, governs the nature of the contract for the counsellor/client involvement. Secondly, the model provides a predictable, recognizable structure and framework at a time when the client's anxiety level is high.

Use of a model helps ensure that the implications of change will be comprehensively examined. This helps to minimize the risks involved in the final decision since all of the critical factors will have been considered. A model is comprehensible and, hence, it is possible to teach clients the critical steps in decision making in a group workshop setting. We can maximize the use of counsellor time and, at the same time, maximize client involvement throughout the counselling process. Clients must not only identify those steps they have failed to complete but must also assist in the provision of the missing self and occupational data. Since we are teaching a model we are providing a reusable tool that our clients can use for other career/life decisions.

In addition, use of a decision making model dispels a number of myths that individuals hold about careers and career planning. For example, a number of mid-career clients say, "I should know what I want to be. After all, I am grown-up". Use of the model makes it clear that self information changes over time and so do career goals. It becomes obvious that career planning is a normal, life-long activity. Other clients state, "I want to know what I am cut out to be". When a variety of alternatives is generated, an individual comes to realize that there is no one right career for anyone. There are many suitable alternatives. A number of other individuals feel that an aptitude test can give them the answer to their career problems. By outlining the variety of critical factors that are important in career decision making, individuals come to realize that aptitudes are only one factor in their decision. Other clients imply or state that, "The counsellor can decide my future for me". The decision making model makes it very clear that the process of deciding is one that only the client can work through. Others feel that they need a radical career change in order to be satisfied. By specifying satisfactions needed in a total, balanced lifestyle, it often becomes obvious that many of these satisfactions can be built into other aspects of an individual's life. A radical change in work status may not be needed.

Finally, there is the "mid-career change" myth: the belief that career changes at mid-life are radical ones. While radical occupational changes (e.g. a business executive becoming a farmer, a bank president turning to plumbing) are exciting and attention-getting outcomes, they seldom happen. Relatively few of our clients make changes to an unrelated occupation in mid-career. Objective findings(1) substantiate this impression. Our counsellors stated that changes at mid-career are not necessarily related to the "mid-life crisis": re-examination of career goals happens at many points in an individual's life. Re-examination, re-focussing and re-commitment may happen at many ages and many stages in an individual's life.

Our counsellors stated that labelling a client's concerns as "those of mid-career" was not necessarily helpful to them in counselling. They did not have an approach that was particular to mid-career clients. However, they stressed that accommodating the complexity of decision making for mid-career clients was critical. A decision making model helps to manage this complexity. It is flexible, adaptable to the wide variety of personal circumstances at mid-career and ensures that all the major factors and issues will be considered when an individual is contemplating change. A model recognizes and incorporates the inter-relationships between work and life style, between career, occupation and job, that are particularly significant at mid-career.

3. World of Work

The third major skill area identified by our counsellors was knowledge of the world of work. It may seem obvious that this should be a key skill area. We are career counsellors helping individuals decide their place in the work world and obviously we need to know something about this world. Referring back to the decision making model, knowledge of the world of work would seem to relate to only one component of the model: the examination of alternatives. However, counsellor knowledge of work impacts on all components of the model. This knowledge dictates the depth and breadth of self-information that we will encourage our clients to obtain. It will also determine how broad a range of alternatives we can pose for our clients' consideration and how realistic those alternatives will be. If we are aware of the complex, dynamic nature of the world of work, then we will ensure that our clients use a variety of sources for obtaining information about their alternatives. Finally, the extent to which we can offer practical, concrete suggestions about implementation of career decisions will be governed by the depth of our knowledge of the world of work.

What, then, is important knowledge for us? Our counsellors articulated five areas: a) occupational knowledge b) knowledge of skills c) awareness of methods for job enrichment d) knowledge of job change and e) knowing how to obtain current and accurate information about the world of work. We'll now discuss each of these five areas and allude to some of the critical knowledge within each.

First of all, we need to know how occupations are organized and categorized. The Canadian Classification and Dictionary of Occupations is an essential tool for counsellors. We must be able to translate occupational descriptions into individual characteristics and individual characteristics into occupational terms. There are, however, cautions to be exercised in this process: the CCDO information is expressed in averages, in generalities from across the country.

Secondly, we need to know about skills in the work place. A recognition that often job and occupational titles convey little about the activities performed and skills utilized in particular positions is important. Clients are taught to articulate their functional/transferrable, adaptive/personal and specific content skills. We help them to determine their most preferred and least preferred skills and then to generate and explore work possibilities based on this skills analysis. Finally, we teach them how to evaluate work possibilities in the light of the chances each provides for the use of their most preferred skills.

A systematic, thorough skills analysis makes it possible for a client to re-examine his/her present work situation to determine the possibilities for job enrichment. An existing job may be modified to incorporate more frequent or more complex use of an individual's most preferred skills. One can expand the most satisfying elements of a job and avoid some of the disruptions involved in job and occupational changes.

Fourthly, we must be able to prepare our clients for a job change and to assist them in job search techniques. In preparation we need to help an individual to: a) assess why a change is needed (e.g. a lack of satisfaction in present situation versus the presence of Herzberg's dissatisfiers); b) articulate what positive factors are being sought in a new position; and c) define what he/she can offer to a potential new employer. Once these steps are completed we are then in a position to teach our clients how to implement a job change. Practical techniques in job search (e.g. relevant information about how jobs are filled in a particular community, preparation for interviews, résumé writing, knowledge of who values age and maturity in their employees) are important for a career counsellor to know.

Finally, knowing how to obtain factual, current and local information about the world of work was deemed important. Our counsellors stated that it was important for them to have contacts in the work force, not to provide jobs for our clients but rather to act as a source of information. We recognize that one counsellor can never learn all there is to know about the world of work. Consequently, we must be aware of the critical questions about job situations and be able to teach our clients how to pose those questions to knowledgeable others in the work force.

4. Adult Learning

The fourth major skill area identified by our counsellors was knowledge of adult learning. Our approach to career planning has been clearly demonstrated in the discussion of decision making models. We are, in fact, teaching a process to adults so we must have an understanding of how adults learn. What we would like to do next, then, is to outline some of the characteristics of adult learners that we find particularly important. Secondly, we would like to demonstrate how we apply this knowledge in our day-to-day counselling with mid-career clients.

First of all, we know that people need structured, goal-directed learning experiences. Knowing this, we provide a structured approach to career planning: the decision making model. It is concrete, specific and clearly directed to goal setting and action planning.

Secondly, there are a variety of learning styles. Although we provide the same overall structure for career planners, we do account for individual learning styles by providing alternative methods for gathering the same information. For example, an individual who learns by reacting to stimuli may find a checklist of interests and abilities suitable for his/her particular learning style. On the other hand, an individual who learns by reflecting and analyzing may find a personal inventory approach more suitable to his/her learning style.

Adults have more personal and job related experiences. We make a conscious effort to draw upon this expertise through client input, by encouraging them to utilize their own personal resources. We make it very clear that they themselves are a valuable source of self knowledge, information about the world of work and personal contacts.

Adults can manage their own learning. As counsellors we teach our clients how to plan: we don't do the planning for them. Since adults can and should assume responsibility for their decisions they must, therefore, be actively involved in all steps of the decision making process.

Individuals learn better if the subject matter is relevant to their own present situation. While we outline an abstract decision making model, we also ensure that that model is related to an individual's particular circumstances. Our clients not only learn the concept and theory of decision making but also how to use that theory to relate to their own decision making circumstances.

Mid-career clients may feel time constraints more than other clients; they may have a sense that "time is running out". In the Career Centres we attempt to provide the flexibility for clients to work through career planning within various time frames: immediate individual counselling appointments, a one day seminar, nine-week career planning workshops, etc.

While adults can be decisive and self-sufficient they may also lose confidence easily and want to give up. As counsellors we must be sensitive and aware of the emotional aspects (e.g. fear of failure, guilt, risk) accompanying mid-career change.

5. Counsellor Role

The fifth and final skill area we have called "counsellor role". One aspect of this is the client/counsellor relationship. First of all, our counsellors felt it was important to normalize the career counselling process. Many of our clients come to the Career Centres saying "There must be something wrong with me". It is important to clarify that career concerns are normal and that others have similar concerns. A number of counsellors stated that they frequently described experiences of other clients and explained possible outcomes of career planning.

It is important for the counsellor to establish a clear contract with the client: to establish the roles for the counsellor and the client and the time frame in which a decision would be made. Assigning client responsibility for completing work between interviews was a commonly used technique. While the counsellor assumed responsibility for providing the overall structure for the counselling sessions, the client was encouraged to assume responsibility for providing information at all stages.

Our counsellors stated that it was important for them to keep in mind the concept of career as life. They needed to be aware that, although work may be our focus, work is not isolated from personal, social, leisure, or life style issues.

It is critical to be continually aware of the fact that decisions made in one area of one's life affect all the other areas. We must remember to teach our clients about a balanced life style. Not all life's satisfactions can be built into work!

In addition to particular responsibilities in the client/counsellor relationship, there are a number of other professional responsibilities counsellors have. A commitment to learning, developing and continuously updating professional skills and knowledge is important. We need a perspective on changing attitudes and values in society. We must also be aware of discrimination and biases, not only those in the work world but also our own personal biases against age, sex, education and background.

Finally, although we use many impersonal tools and dictionaries, we cannot afford to lose sight of the traditional counsellor traits of warmth, sensitivity and empathy.

In summary, assisting individuals to re-examine their career goals in mid-life demands particular expertise. We have organized a list of recommended tools and resources under the five major skill areas. For a copy of this list please write to us.

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TRIALS WITH COMPUTERIZED JOB-PERSON MATCHING IN SWEDEN

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Sommaire: Présentation du système de placement par ordinateur suédois, comprenant une brève étude des conditions sous-jacentes au fonctionnement du service d'emploi et un examen de l'expérience acquise jusqu'ici en ce domaine. Il sera aussi question du système des mots-clefs utilisé pour apparier un travailleur et un emploi et des possibilités que cette méthode renferme. On examinera également, sous différentes perspectives, la possibilité de perfectionner le système pour en faire un instrument d'orientation professionnelle.

Zusammenfassung: Darstellung des schwedischen Arbeitsvermittlungssystems sowie eine kurze Zusammenfassung der Arbeitsbedingungen und der bisherigen Erfahrungen in der computerunterstützten Arbeitsvermittlung. Das bei der Zusammenführung von Arbeitgebern und Arbeitnehmern benutzte Stichwortsystem und seine potentiellen Anwendungsmöglichkeiten werden besprochen. Es wird untersucht, ob sich dieses System auch als Berufsberatungswerkzeug eignet.

Trials using EDP for searching for vacancy information stored in a computer started in Sweden 1976. Only six employment offices participated, with one terminal each. The aim was to arrive at technical arrangements for terminal searching and matching that would be suitable for practical referral work. From 1977 onwards the trials have been extended by degrees and the aim has been to study the effects of the terminal system on employment service functions.

The development of EDP for placement activities has from the very start been carried out within the Labour Market Administration, partly with the assistance of its own staff. The basic principle has been – and still is – that terminal searching and matching shall be integrated in the usual placement work and that the terminal, directly connected to the entire data base, shall be a means of assistance to the employment service officer for placement or employment counselling purposes. The terminal is meant to be used by the officer during his interview with the job-seeker.

It is underlined that the trials must be prepared with the aim of improving the quality of the placement efforts as well as for the groups encountering difficulties in the labour market. The counselling component in placement activities is stressed in the trials. Generally speaking, the trials with EDP in the placement work are aimed at improving the quality of the work and not at saving staff. When the trials are evaluated the effects for different groups of job-seekers, for the employers, for the staff and the socio-economic effects shall be considered. Annual reports are submitted to the government.

In 1980/81 trials have been extended substantially and some 70 employment offices with a total of about 130 terminals are now taking part. Since the beginning of 1980, moreover, separate intensified trials are being conducted in one county with a view to developing EDP for several other employment service routines. The latter trials are being undertaken at 10 "model offices" with some 60 terminals. The total number of officers (counsellors) who have received special training regarding EDP for placement activities now amounts to 400.

Technical equipment – The offices concerned have terminals connected on-line to a central computer (CDC, CYBER 172). The terminals both transmit and receive messages and they are connected to a printer. (The equipment used in 1976/77, 1977/78 and 1978/79 was all of the same type. As of 1979/80 this was exchanged for new equipment, Datasaab.)

The terminal workplaces have come to be designed as ordinary employment service offices, adapted to the work-environment requirements that are inherent in terminal work. Besides the technical equipment there is the ordinary employment service material.

The data base consists of information about job vacancies that is collected for the production of printed daily vacancy lists. Outdated vacancies are eliminated daily. The base accordingly contains all current job vacancies from all parts of the country; at present the average total is approximately 45,000.

Employers are legally obliged to notify all vacant jobs to the Employment Service. There are few exemptions from this obligation (certain high level executive posts, certain jobs within political or religious organisations, jobs with a shorter duration than 10 days). This act came into force in some counties in 1976. As from 1980 it is in forçe in the whole of the country. This has meant that the number of vacancies notified to the employment offices has increased by 40 per cent and, above all, that the range of jobs handled by the employment service has widened considerably. There is no obligation for the employers to hire applicants referred from the Employment Service. In fact, a very important part of the counsellor's job is to canvass for the handicapped, the middle aged and the very young, as well as for women.

The system of key-words

Prior to the pilot trials with matching via terminals in 1976, it was found that the concepts belonging to the vacancy list system and available for searching in the data base did not enable the employment officer to make the search sufficiently specific. It was, therefore, decided that the vacancy advertisements should be supplemented with key-words that would summarize specific aspects in the advertisement's descriptive text and enable the employment officer to retrieve relevant vacancies without regard to their occupational code (i.e. the standardized Scandinavian Classification of Occupations – a 5-digit 4 level code system). Efforts have not been made to obtain strict systematics in the supplementary key-word system and no attempt has been made to build up an alternative system of occupational codes. At the pilot trials very few new key-words were used as a supplement to the occupational codes; later there was a considerable increase in number. Key-words which the placement officers considered as being of specific relevance for the job-seekers' requests were added successively. Prior to the widened trial activities this year the system has been revised thoroughly. Key-words have been sorted out which are very seldom used in practise. In some cases a number of key-words have been brought together to one all-embracing term (i.e. Bulgarian, Spanish, Chinese as field of interest to "language"). Vocational Guidance Division Staff have been involved in this revision.

The system of key-words consists at present of about 200 words, which can be combined freely. They are arranged under the following headings:

Workplace (where the workplace is chiefly located)
There are 45 key-words under this heading.

Ex: Industry
Premises for manufacturing of large series products/cf workshop

Workshop
Repair workshop and premises for manufacturing

of small series including artistic handicraft business/cf industry/ (by combining two or more key-words you get a more specific work-place: ware-house + lorry, work-shop + office).

Tasks (what one chiefly does on the job) There are 49 key-words under this heading

Ex: Driving
To drive vehicles, e.g. car, bus, aircraft, ship and to operate working machines (by combining driving with different workplaces: car, lorry, aircraft, building; you arrive at a more specific 'task')

Field of work (what one chiefly works with, field of interest). There are 85 key-words under this heading.

Ex: Music
Interest for performance of music, teaching of music, work in music shop etc. (by combining music with different workplaces: shop, school, studio and with different tasks: tracking, selling, and other fields of interest: film, television you can get the actual type of job narrowed down).

Working conditions etc. There are 7 key-words under this heading.

Ex: Age
When the legislation on working environment prescribes a minimum age for employees.

Hours of work (time of day and in other respects) There are 11 key-words under this heading.

Other parameters besides the occupational code and the key-words are:

Duration of work
Region or town etc.
Formal training (only three levels)
Work experience (three levels)

In using this type of wide concepts as key-words the ES officer must play an active part in interpreting the information given by the terminal. Stress is laid on the fact that the placement officer during the interview shall help the job-seeker to relate the terminal information on vacancies to his own requests. The wide search concepts and the possibility for combination between occupational codes, key-words and other parameters present great advantages, especially with regard to the large number of job-seekers who are undecided in their occupational choice. The low grade of precision of the key-words presents a wide material to start from. The risk of missing out interesting offers is rather small. But the selection among the proposals and the further narrowing down through combinations of positive or negative key-words and code numbers require a considerable work contribution of the placement officer. The interviewing time reserved for each job-seeker varies from 30 minutes up to one hour.

Vacancies are notified to the local Employment Office. The in-put of available information on vacancies in the data base is made through code terminals which are placed at more than 200 offices. Classification and choosing of key-words for the vacant jobs as well as writing out advertisements for the vacancy list is thus the most frequent type of "EDP job" that ES officers are dealing with today. The sender and the receiver of vacancy information is working within the same frame of reference and the key-word system has sprung up within this frame. However, it is to be expected that it will be some time before all the possibilities of the system can be made use of in placement activities. The occupational codes are still prevailing in the daily work and the supplementing key-words are so far not used to full extent.

To some extent the vacancy advertisements have key-words assigned to them automatically. A mechanical routine has been developed whereby the advertisements before being deposited in the data base are augmented with the key-words which regularly accompany that particular occupational code.

The placement officer who takes down the employer's order and classifies the job according to SOC can then concentrate on adding the key-words specific for the job in question, not to be found in every job within the area of the SOC-number (put the key-word "instruction" in the description of a job as welder where instruction of new entrants to the workshop is included.) Also the selection of key-words that are automatically put into the system has been revised this year.

Searching via a terminal can proceed as follows. When an employment service officer is to retrieve job proposals for a job-seeker, this is done in the latter's presence at the terminal. An initial task establishes the applicant's requirements, whereupon the officer calls up a "fill-in form" (see Appendix) on the terminal's visual display unit and proceeds to enter these requirements, expressed in a combination of occupational code, optional key-words and/or other parameters. The system was designed to provide great flexibility in searching for information. Thus no entries are mandatory (blank ones being ignored) and there is no prescribed order sequence for making entries.

Parameters may be combined freely and entries may be inserted, changed and deleted during a session as required.

When the applicant's requirements have been filled in, the officer remits the query to the data base by depressing a key on the operating board. The query is sent by telecommunication to the service bureau in Stockholm, where it is transformed and processed in the data base. The reply comes back to the terminal immediately and shows the number of vacancy advertisements which comply with the applicant's requirements. This number appears on the display unit below the fill-in form.

If the number of advertisements is excessive, the search is continued until the number becomes acceptable, whereupon the officer orders a display of these vacancies on the screen, either in full or in one of a range of abbreviated versions.

The vacancies which the officer and the applicant find relevant are then printed out immediately on paper. If the search does not result in a sufficient number of job proposals, the applicant can be offered automated job matching. (Example is given below.)

Automated job matching in its present form can be described as an automatic continuation for the time of the search via a terminal. The procedure is to be used to watch for vacancies that match a person's requirements and this is done each day until the applicant's next visit to the employment office. The job-seeker's qualifications and requirements, as these have been specified in the search form, are thus compared with all new vacancies that are reported to the employment service.

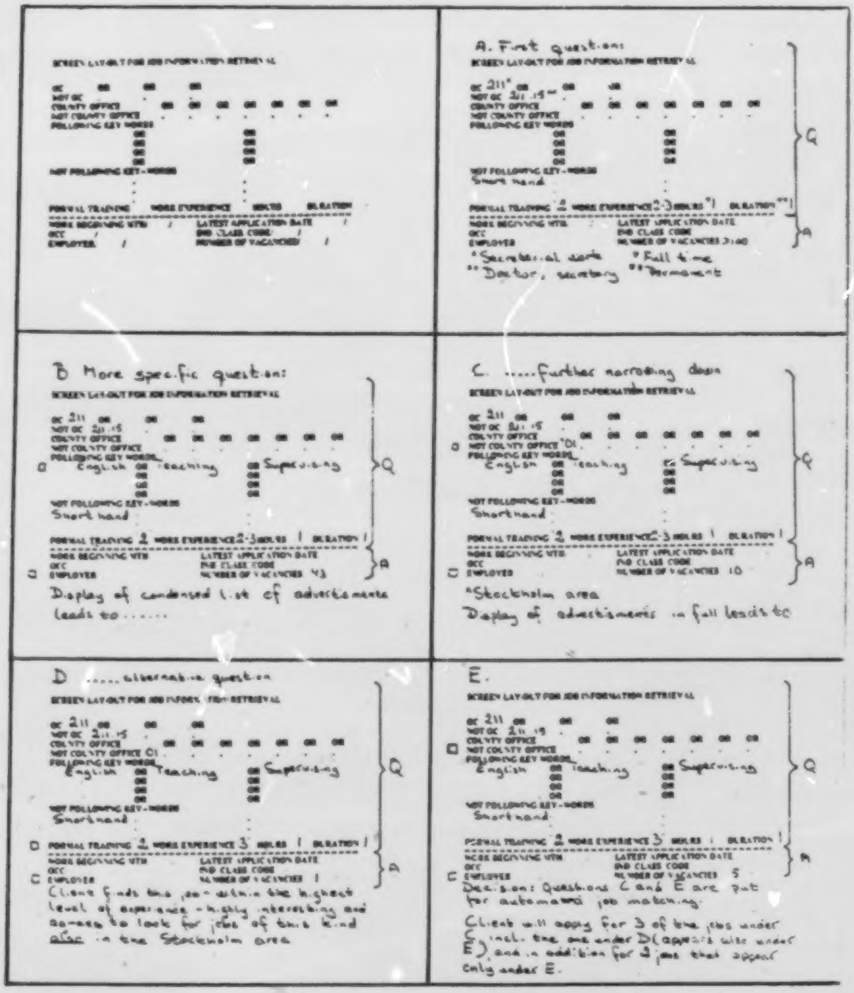
The job-seeker's identity number is used to locate him/her in the scanning register. A maximum of three alternative scannings per person can be used at any one time as a means of varying the requirements for the scan. Each alternative can be left in the system for an optional period.

The matching take place at night, after the data base has been updated. All current scanning questions are then compared with the vacancies which have been reported in during the day. A "hit" is registered when an applicant's requirements for a job tally exactly with a current vacancy.

The registered hits are compiled and transmitted to the relevant employment office before eight o'clock next morning. There they can be printed out immediately on paper so that the employment officer can make a final check of their relevance and get in touch with the job-seeker.

APPENDIX

A stage by stage simple example (☐ marks alterations between stages)


SCREEN LAY-OUT FOR JOB INFORMATION RETRIEVAL
OCC
NOT OCC
COUNTY OFFICE
NOT COUNTY OFFICE
FOLLOWING KEY-WORDS
NOT FOLLOWING KEY-WORDS
FORMAL TRAINING
WORK EXPERIENCE
HOURS
DURATION
WORK BEGINNING WITH
LATEST APPLICATION DATE
OCC
2ND CLASS CODE
EMPLOYER
NUMBER OF VACANCIES
Q
A

A. First question:

OCC 211*
NOT OCC 211.15**
NOT FOLLOWING KEY-WORDS Shorthand
FORMAL TRAINING 2 WORK EXPERIENCE 2-3 HOURS *1 DURATION **1
NUMBER OF VACANCIES 2160

*Secretarial work *Full time
**Doctor's secretary **Permanent

B More specific question:

OCC 211
NOT OCC 211.15
☐ FOLLOWING KEY-WORDS English OR Teaching OR Supervising
NOT FOLLOWING KEY-WORDS Shorthand
FORMAL TRAINING 2 WORK EXPERIENCE 2-3 HOURS 1 DURATION 1
NUMBER OF VACANCIES 43

Display of condensed list of advertisements leads to ......

C. .....further narrowing down

OCC 211
NOT OCC 211.15
☐ NOT COUNTY OFFICE *01
FOLLOWING KEY-WORDS English OR Teaching OR Supervising
NOT FOLLOWING KEY-WORDS Shorthand
FORMAL TRAINING 2 WORK EXPERIENCE 2-3 HOURS 1 DURATION 1
☐ NUMBER OF VACANCIES 10

*Stockholm area

Display of advertisements in full leads to

D .....alternative question

OCC 211
NOT OCC 211.15
NOT COUNTY OFFICE 01
FOLLOWING KEY-WORDS English OR Teaching OR Supervising
NOT FOLLOWING KEY-WORDS Shorthand
☐ FORMAL TRAINING 2 WORK EXPERIENCE 3 HOURS 1 DURATION 1
☐ NUMBER OF VACANCIES 1

Client finds this job - within the highest level of experience - highly interesting and agrees to look for jobs of this kind also in the Stockholm area

E.

OCC 211
NOT OCC 211.15
☐ NOT COUNTY OFFICE
FOLLOWING KEY-WORDS English OR Teaching OR Supervising
NOT FOLLOWING KEY-WORDS Shorthand
FORMAL TRAINING 2 WORK EXPERIENCE 3 HOURS 1 DURATION 1
☐ NUMBER OF VACANCIES 5

Decision: Questions C and E are put for automated job matching.

Client will apply for 3 of the jobs under C, incl. the one under D (appears also under E) and in addition for 2 jobs that appear only under E.

A CONCEPTUAL APPROACH TO CAREER EDUCATION: ITS IMPACT ON VOCATIONAL EGO AND COGNITIVE DEVELOPMENT*

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Sommaire: Bien que le thème général de l'atelier soit l'aspect cognitif du développement vocationnel, l'exposé en question aborde aussi d'autres aspects comme le développement de l'égo et la maturite vocationnelle. Lors d'une recherche-action et dans le but de contrecarrer la quantité grandissante et éphémère du contenu d'orientation, soit l'information scolaire et professionnelle, une approche conceptuelle fut utilisée pour dégager une taxonomie hiérarchique de ce contenu. Dans un deuxième temps, à ce nouveau contenu s'ajouta une méthodologie de type "interactionnelle" pour former un programme. Afin d'évaluer l'efficacité directe et indirecte de ce programme, deux groupes d'étudiants de 2ème cycle secondaire, dont l'un reçut le dit programme, furent comparés en prétest et en posttest par rapport au développement vocationnel, écologique et intellectuel.

Zusammenfassung: Das allgemeine Thema dieser Arbeitsgruppe ist der kognitive Aspekt der beruflichen Entwicklung; der vorliegende Vortrag befaßt sich zusätzlich noch mit anderen Aspekten wie der Entwicklung des Ich und der beruflichen Reife. Die bei der Beratung zum Einsatz kommenden Mittel und Informationen über Ausbildung und Berufe werden zusehends vielfältiger und sind einem ständigen Wechsel unterworfen. Um zur Lösung der sich aus dieser Sachlage ergebenden Probleme beizutragen, wurde im Rahmen einer Aktionsforschung eine konzeptionelle Betrachtungsweise zur Entwicklung einer hierarchischen Taxonomie dieser Beratungsinhalte eingesetzt. In einer zweiten Phase wurde diese Taxonomie durch eine interaktive Methodologie ergänzt, um die Erstellung eines Programms zu ermöglichen. Zur Prüfung der unmittelbaren und mittelbaren Wirksamkeit dieses Programms wurden zwei Schülergruppen der oberen Sekundarschulstufe (eine mit dem Programm arbeitend, die andere als Kontrolle) vor und nach der Versuchsberatung im Hinblick auf ihre berufliche, ökologische und intellektuelle Entwicklung verglichen. (Im Verlauf des Workshops sind eine Beschreibung des Programms und eine Mitteilung der erzielten Resultate vorgesehen; wenn die Zeit ausreicht, ist auch eine Vorfuhrung geplant.)

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*Published in French in Revue des sciences de l'éducation, Montreal, Vol. VI, No. 2, 1980.

1. THE FRAMEWORK

Everybody involved in vocational guidance realizes how much this helping field is dependent upon a specific body of information (i.e. educational and occupational), which is constantly increasing and changing as it tries to reflect to some extent the realities of society and those individuals involved.

Consequently, when one attempts to apprehend the full potential of vocational guidance and, more specifically, of its content, three levels appear. First, there is what can be called the factual level, that is to say, the information that concerns schools, jobs, etc. Second, there is the structural level which, at first glance, may appear to be concrete in that it refers to school buildings, factories, etc. However, after analyzing the raison d'etre of these concrete structures, it becomes clear that this level is actually one of concepts. An example of this type of structure would be a technical school or a packing industry representing a physical as well as conceptual structure. Finally, there is the level that deals with principles, including ideologies and values, which supports and qualifies the structure-conceptual level at the same time that the latter supports and qualifies the factual level. Later on, these levels will be examined in more detail. For the time being, if one considers the three levels simultaneously, one can see that they form an environment that closely interacts with the individual. This occurs because these structure-concepts and principles transcend their environment (Limoges, 1975). To be more specific, the three levels of the vocational guidance content(1) constitute the educational and occupational environment.

This hierarchical understanding of vocational guidance information leads us to the elaboration of an interactional model where the individual cannot be defined, understood or helped without referring to his/her environment. Reciprocally, the same rule would hold true for the environment. Nuttin summed up this model, as well as the equation, the content = the environment, in the following terms:

> The essential and active role of the world (here called environment) on the interactional process appears clearly when one realizes that it constitutes as such the content of the psychic process, in terms of "valences" of dynamic interactions and in terms of "objects" of all perception and cognition (Nuttin, 1968, p. 208) (author's translation).

So, according to Nuttin, the environment is not only the content but also the object of any learning experience. If we apply this to the vocational guidance information, we find that the latter must transcend the environment, that is to say, the three levels of information.

On the other hand, such a content implies a specific methodology, one which will stimulate the interaction between the individual and the environment. In order to operationalize this interaction, the following formula can be used: I ↔ E, where I stands for the individual, E for the environment, and ↔ for interaction (Limoges, 1975, 1979c).

However, to emphasize the dynamics involved in the interaction, the formula (I ↔ E) can be rewritten in the following manner: $(I - i) + e \leftrightarrow (E - e) + i$. The minus signs represent the aspects that are not under the control of either the individual or the environment, whereas the plus signs represent the controlled aspects. The second formula can be pictured using Ruesch and

Bateson's schema (1968, p. 189) as in Figure 1.

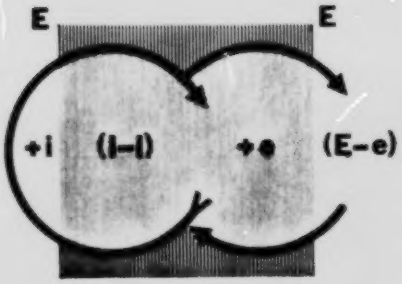


Figure 1

> The interior of the rectangle represents the individual (I) with the aspects of himself not yet integrated (-) and the aspects of the environment, which form a part of himself, following interaction. The exterior of the rectangle shows the environment, the (+) sign symbolizing the integrated aspects, whereas the (-) sign the non-integrated aspects.

At the time of the methodological operationalisation, the "E", which can be found to the right of the arrow, that is the non-actualized or undeveloped aspects, becomes the object of the actualization, the stimulus of the learning, or, yet again, the object of the intervention, thus rejoining Nuttin's definition.

This theoretical framework led us towards the elaboration of a program in which the content and the methodology would possess the characteristics in question.

2. THE PROGRAM

A program (or curriculum), whatever type it may be, consists of two large parts, namely, the content and the methodology. Let us first examine the content.

2.1 The content

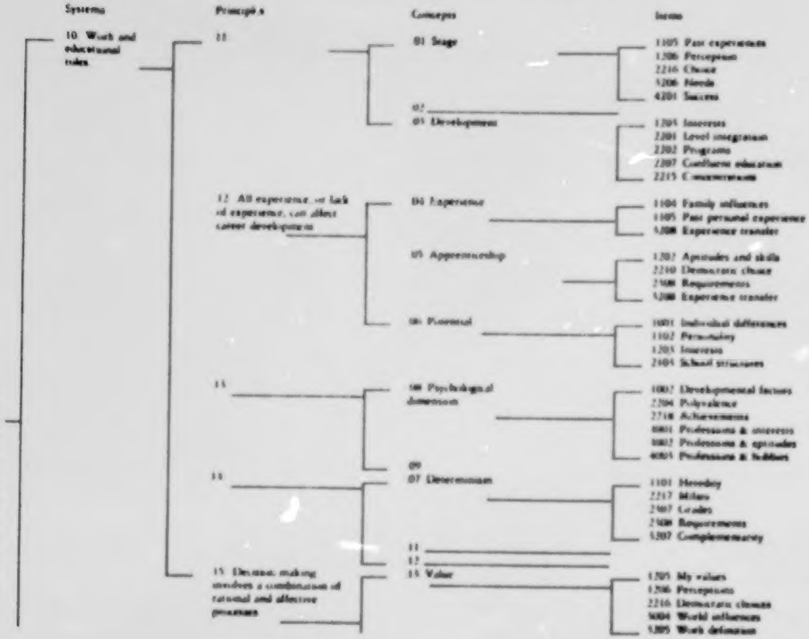
In conformance with the theoretical framework already described, more than six years after our initial writings (Limoges and Lemaire, 1974; Limoges, 1976, 1979), we have thought over the content of educational and occupational information, and have arrived at the development of a hierarchical taxonomy composed of items, concepts and principles. Each of these three levels corresponds quite well to the three levels identified by Harmin et al (1973) as being a part of all "academic subjects" (Table I).

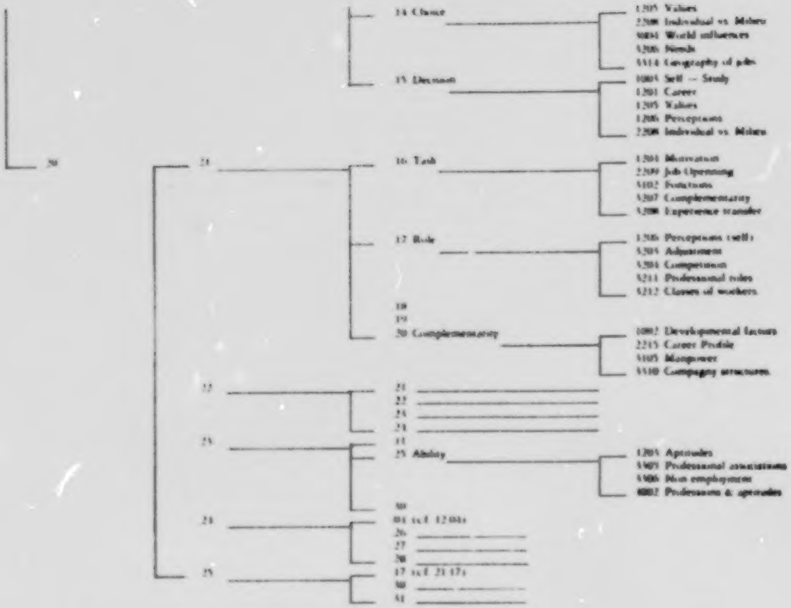
The items at the first level represent the facts or information particular to vocational guidance. These items are factual, numerous and, because they are the product of the other levels, very dependent. This renders them very emphemeral, since a change in any one of the superior levels implies the modification of dozens of items. According to Harmin et al, the items involve, on the part of the individual, a task of memory more than anything else, and very little work at the level of concepts and values. In addition, the items rarely call on the personal experiences of the individuals. They are, however, important, for without them it would be impossible to generalize, conceptualize (level 2), and evaluate (level 3).

The concepts at the next level are by nature more abstract and general. In the first place, this renders them more universal and resistant to the erosion of time and space (i.e. not ephemeral as

TABLEAU I

Experimental career education curriculum according to the taxonomy elaborated in the conceptual approach


Systems
Principles
Concepts
Items
CAREER EDUCATION
10 Work and educational roles
11
01 Stage
1105 Past experiences
1306 Perception
2216 Choice
3206 Needs
4201 Success
02
03 Development
1305 Interests
2201 Level integration
2202 Programs
2207 Confluent education
2215 Concentrations
12 All experience, or lack of experience, can affect career development
04 Experience
1104 Family influences
1105 Past personal experience
5208 Experience transfer
05 Apprenticeship
1202 Aptitudes and skills
2210 Democratic choice
2308 Requirements
5208 Experience transfer
06 Potential
1001 Individual differences
1102 Personality
1203 Interests
2104 School structures
13
08 Psychological dimension
1002 Developmental factors
2204 Polyvalence
2718 Achievements
6001 Professions & interests
6002 Professions & aptitudes
6005 Professions & hobbies
09
14
07 Determinism
1101 Heredity
2217 Milieu
2907 Grades
2508 Requirements
5207 Complementarity
11
12
15 Decision making involves a combination of rational and affective processes
15 Value
1205 My values
1306 Perceptions
2216 Democratic choices
5004 World influences
5205 Work definition


30
21
22
23
24
25
14 Choice
15 Decision
16 Task
17 Role
18
19
20 Complementarity
21
22
23
24
11
25 Ability
30
01 (cf. 1204)
26
27
28
17 (cf. 21.17)
30
31
1305 Values
2308 Individual vs. Milieu
4404 World influences
5206 Needs
5514 Geography of jobs
1003 Self — Study
1301 Career
1305 Values
1206 Perceptions
2308 Individual vs. Milieu
1304 Motivation
2309 Job Openings
5102 Functions
5207 Complementarity
5308 Experience transfer
1206 Perceptions (self)
5303 Adjustment
5304 Competition
5211 Professional roles
5212 Classes of workers
1002 Developmental factors
2215 Career Profile
5105 Manpower
5510 Company structures
1203 Aptitudes
5505 Professional associations
5506 Non employment
4002 Professions & aptitudes

N.B. In order to emphasize the horizontal and vertical learnings involved, the entire taxonomy has been indicated. However, only the system, the principles, the concepts and the items covered by the experimental curriculum have been fully identified (i.e. code and name).

in the case of the items) in relation to the items. Secondly, this permits them to help the individual assimilate or classify the items, therefore facilitating access to even more items, while augmenting the comprehension of the items. The concepts are, in a way, like small baskets that allow the individual to gather more and better of everything that he would otherwise have had in his arms in confused haste.

Lastly, we come to the third level, that of principles, which comprises two different kinds of sorting-tables. The first is composed of ideologies and values transmitted in guidance and in society. This level (and thus the first sorting-table in question) is not as accessible as the others, first, because it is extremely abstract and complex and, second, because it necessitates the previous acquisition of a minimum number of items and concepts. As Harmin et al (1973) has emphasized, this level includes a second sorting-table, this time not as defined by society (e.g. that which society, especially the experts in the field, define as a good vocational decision)(2), but as defined by the individual himself. In short, the first corresponds to the needs of the society, and the second to those of the individual.

If, in the taxonomy proposed here, the hierarchical content appears to be too concerned with the "social" sorting-table of principles, it is because this sorting-table plays a primordial role in guidance and in the intervention of guidance, and because it is a crucial point for the individual in order to grasp the socio-economic forces – the ideologies – that inevitably influence his direction. However, the "psychological" sorting-table of principles, that Harmin et al call "values", has also been integrated into the curriculum due to an appropriate methodology, that is to say, a methodology that is open to "feelings and personal experiences" (Harmin et al, 1973, p. 24). We will have the occasion to demonstrate, at a later date, how the so-called "moral" education, inspired by Kohlberg, could serve to unify the two sorting-tables at the level of principles.

Once these levels are well defined, it is important to emphasize that these taxonomists have confirmed that since each of these levels includes, to some degree, the other levels, we can opt for one or the other, depending on the envisioned goals, without in any way losing sight of the "subject-matter". It is, then, obvious that the anomalous and linear content of the items alone could not serve as a basis for a curriculum that seeks to conform to the theoretical framework previously described. The same holds true for the level of principles, for we can only have access to them after having mastered a minimum number of items and concepts. It can be inferred, then, that the content should be presented on the basis of the concepts; hence, the conceptual approach. This approach, although fairly new in vocational guidance, has in fact been applied to several academic subjects, such as in the sciences (PSSC, BSCS), with the specific goal of mitigating the gaps particular to the linear content and of assuring the subject's generic characteristic (i.e., that which will resist the passage of time), a factor that is so fundamental for the individuals present in a world that is constantly changing.

Looking at the taxonomy in a more concrete way, we see that the hierarchical content of vocational guidance comprises more than five hundred items, about thirty concepts, and ten principles. The procedure used in order to arrive at this taxonomy has been described in another document

(Limoges, 1979); and the author invites those interested to please refer to it.

This study has permitted us to establish the order of importance of concepts which, as we will see, will have a certain influence on the experimental curriculum.

2.2 The methodology

We next asked ourselves what characteristics should the methodology have used in order to communicate these concepts? Without going into our procedure (also described in the document mentioned above), we came to the conclusion that Ausubel's method, said to be "anchoring" by means of organizers, was very pertinent to the conceptual approach because this method:

- increased the capacity for the acquisition of information, each "organiser" serving as a "little basket" in which to anchor such information;

- increased, as a result, the comprehension of such information;

- and, finally, being that the "organizers" are abstract and universal just as the concepts are for that matter, was more resistant to change.

In other words, there was nothing in Ausubel's theory that prevented us from utilizing the concepts as "organizers", whose characteristics are very similar to those of the concepts.

After having established the character of the methodology, it was necessary to confirm that the chosen methodology would insure the intensity of the interaction between the individual and the environment. This led us to the decision that each concept-organizer should be treated by the program as:

- a reality of the environment or, in relationship to the individual, an extrapersonal reality,

- a reality specific to the learning or interpersonal group, and, finally,

- a reality particular to the individual, that is, an intrapersonal reality.

In other words, when the concept-organizer is perceived as a reality particular to the environment, it implies, first of all, the necessity of understanding this reality objectively and, second, the necessity of having the facts (first level). In contrast, when the reality pertains to the group, it puts us in contact more quickly with the level of principles (ideologies and values). In short, in order to be able to integrate an intrapersonal concept, it is necessary for the individual to understand and symbolize his new discoveries. This is done primarily with the aid of concepts (second level). In summary, we come back to what many educators and researchers have said: that all real learning implies cognitive, affective and behavioral objectives.

3. THE EXPERIMENTAL DESIGN

- Considering that each concept should be studied extrapersonally, interpersonally and intrapersonally;

- Considering that, at the secondary level, the maximum scheduled time per year devoted to vocational guidance is approximately 45 hours;

- Considering that the distribution of the experimentation throughout more than one academic year would increase the chances for experimental contamination;

- Considering that, according to the taxonomy in question, a minimum of fourteen concepts are required in order to complete two principles and, thus, show a good beginning on the hierarchy of the approach, we decided to do a first experimentation using:

a) As content, the fourteen first concepts, the two principles which include all of the concepts and items chosen, first, according to the way in which they related to or not to the chosen concepts and, second, according to the way in which they responded to the needs of the target clientele (Table I helps us understand how the experimental content would overlap throughout the taxonomy as a whole) and,

b) as a methodology, the utilization of the chosen concepts, according to their importance, in the sense of "organizers" to which, once acquired, the items would be anchored, each of these concepts having been studied as a reality in itself, within the group and the environment.

Since the conceptual approach implied "making categories", it was decided that it would be appropriate to choose a sampling that was in the stage of vocational crystallization (Super, 1957), that is, apt to utilize a categorical thought process (Pelletier, 1974). We, therefore, chose the 9th and 10th grade at the secondary level.

In terms of the evaluation, since it was a question of a program of vocational guidance, we had to evaluate its impact on vocational development. On the other hand, the model used stipulated that the integration of vocational guidance was only possible by an interaction with the environment. This implied, consequently, that the program should also have an impact on the other aspects of the individual (e.g., on his character, his interpersonal style, his preoccupations, and his way of thinking). The program also should influence the way in which the individual makes decisions while facing the environment. And lastly, since it is a conceptual approach, the program should have an impact on cognitive development. An impact that should be measured.

4. HYPOTHESES

Consequently the hypotheses were that the experimental group, due to the curriculum, should achieve significant gains on vocational, ego and cognitive development when compared:

a) to their pre-test scores and,

b) to the control group.

5. THE EXPERIMENT

With the goal of studying the effects of such a guidance program, we compared two high school groups. The first received a guidance(3) program of 45 hours distributed throughout one semester, while the second, which did not receive any guidance treatment, was used as a control group.

The students involved in the experimental group were expected to participate in the meetings and also to keep a personal journal in order to set down their reactions towards the activities.

In both cases, the students were free to participate or not in the experiment. Both groups were evaluated on pre-test and post-test in terms of vocational maturity according to the Career Maturity Inventory/Attitude (CMI/A) by Crites, and in terms of ego development according to Loevinger's Sentence Completion Test (SCT), the object having been to see up to what point this guidance program could influence ego development. This test covered all the aspects enumerated beforehand. In addition, as the said program was based on a conceptual approach, the cognitive development was also measured by means of

Longeot's Formal Operations Test (FOT)(4). It should be noted that this last test was composed of three sub-tests: Logic of Propositions (LP), Probabilities (P), and Combinatorial Operations (C)(5).

Finally, since the groups had not been randomly chosen, it was essential to pair them at least on variables recognized by the literature as having the most impact on development (i.e. sex, age, intelligence and socio-economic status). Intelligence was measured with the help of the Otis-Ottawa test, while the socio-economic status (SES) was defined by Warner's socio-economic scale. As Table II indicates, the t ratio revealed a significant difference just on age alone. Considering that this difference was in fact less than one year (i.e. 196.44 - 188.66 = 7.78 months), and also considering that the two groups were at the same academic level (11th grade), which, according to Pelletier (1971), represents a better index of homogeneity in developmental research, it was decided, albeit cautiously, to treat both groups as if they were equal(6).

6. THE RESULTS

In order to emphasize the guidance-ego relationship, we will present first the results obtained on the Sentence Completion Test, whose object was to measure ego development.

6.1 Ego development

The results have shown that this guidance program has had a significant impact (at p. 01) on the ego development of this group of 9th–10th grade adolescents (pre-test – post-test). In fact, the group went from the Conformist Stage (I - 3) towards the Conscientious-Conformist Stage

TABLE II. AGE, I.Q. AND S.E.S. VARIABLES FOR THE EXPERIMENTAL (A) AND THE CONTROL (B) GROUPS

VARIABLES		GROUP A	GROUP B	F(p.>.05)	t(p.>.05)	d.f.	
N.		18	14				
SEX.		9 and 9	8F, 6M.				
AGE	M.	196.44	188.66		2.57>.68*	30	S.
	SD.	10.55	6.68	2.47>2.35*			S.
I.Q.	M.	101.78	103.50		.36<2.04	30	N.S.
	S.D.	13.64	13.71	1.01<2.35			N.S.
SES**	M.	4.39	3.71		1.28<2.04	30	N.S.
	S.D.	1.37	1.58	1.33<2.35			N.S.

* Theoretical t was used because $S_A^2 \neq S_B^2$ (Dayhaw, 1969)

** Low scores stand for high SES.

Table III. **Some Milestones of Ego Development**

Stage	*Code*	Scale	*Impulse Control, Character Development*	*Interpersonal Style*	*Conscious Preoccupations*	*Cognitive Style*
Presocial				Autistic		
Symbiotic	I-1	1		Symbiotic	Self vs. non-self	
Impulsive	I-2	2	Impulsive, fear of retaliation	Receiving, dependent, exploitative	Bodily feelings, especially sexual and aggressive	Stereotyping, conceptual confusion
Self-Protective	Δ Δ/3	3 4	Fear of being caught, externalizing blame, opportunistic	Wary, manipulative, exploitative	Self-protection, trouble, wishes, things, advantage, control	
Conformist	I-3	5	Conformity to external rules, shame, guilt for breaking rules	Belonging, superficial niceness	Appearance, social acceptability, banal feelings, behavior	Conceptual simplicity, stereotypes, cliches
Conscientious-Conformist	I-3/4	6	Differentiation of norms, goals	Aware of self in relation to group, helping	Adjustment, problems, reasons, opportunities (vague)	Multiplicity
Conscientious	I-4	7	Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals	Intensive, responsible, mutual, concern for communication	Differentiated feelings, motives for behavior, self-respect, achievements, traits, expression	Conceptual complexity, idea of patterning
Individualistic	I-4/5	8	*Add:* Respect for individuality	*Add:* Dependence as an emotional problem	*Add:* Development, social problems, differentiation of inner life from outer	*Add:* Distinction of process and outcome
Autonomous	I-5	9	*Add:* Coping with conflicting inner needs, toleration	*Add:* Respect for autonomy, interdependence	Vividly conveyed feelings, integration of physiological and psychological, psychological causation of behavior, role conception, self-fulfillment, self in social context	Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity
Integrated	I-6	10	*Add:* Reconciling inner conflicts, renunciation of unattainable	*Add:* Cherishing of individuality	*Add:* Identity	

NOTE: "*Add*" means in addition to the description applying to the previous level.

(I - 3/4). This represents, on a scale of ten points (see Table III), a gain of 40% of one point. The control group, on the other hand, made a gain of 20% of one point (cf. Table IV), a gain that is not significant, and attributable to normal development. In addition, when the thirteen students who participated in more than 80% of the meetings (for indeed, it was the effects of a program that were being measured) were examined more closely, the difference between the groups went from 25% to 77% of a point (cf. Table V). This makes for an even more significant comparison between the experimental and control group.

We can therefore conclude that the experimental program, based on the conceptual approach and on an interactional model, had a significant impact on the ego development of the participating students (Table V).

6.2 Vocational development

In terms of vocational development, whether we look at the experimental group or the control group, no significant change was obtained (as Table VI indicates) on CMI in spite of six months of maturation, and in the case of the experimental group, in spite of the 45 hours of treatment as well as the significant gains on the ego-developmental scale.

An analysis of the covariance also confirmed this lack of change and has been reported in Table VII.

However, having just reported gains in ego development, very significant ones in the case of the experimental group, we can ask ourselves if we are really dealing with a guidance program or simply some type of ego development program.

TABLE IV. DATA ON THE WILCOXON TEST FOR SIGNIFICANCE BETWEEN PRE-TEST AND POST-TEST FOR EACH GROUP FOR THE LOEVINGER

GROUP	N	TEST M.	SD	t Value	p.(1-tailed)	
EXPERIMENTAL	18	PRE 5.22 POST 6.61	1.12 1.54	15.5<21(n.14)	<.01	S.
CONTROL	14	PRE 4.14 POST 4.36	1.65 1.64	19.5>8 (n.10)	>.05	N.S.

TABLE V. DATA ON THE KOLMOGOROV-SMIRNOV RESULTS BETWEEN GROUPS ON THE PRE-TEST AND POST-TEST FOR THE EXPERIMENTAL GROUP (A), THE CONTROL GROUP (B) AND THE "ATTENDING GROUP" (N=13) FOR THE LOEVINGER SENTENCE COMPLETION TEST

GROUP	N	PRE-TEST	K_D	p. .05	POST-TEST	K_D	P. .05
E	18	5.18<7	(n.14)*	(1-tailed) N.S.	5.33<7	(n.13)*	(1-tailed) N
C	14	6.70<7	(n.14)**	(1-tailed) N.S.	7.28>7	(n.13)*	(1-tailed)
GROUP_{13}	13						

* n's used for statistics ** Approaches significance

TABLE VI. PRE-TEST AND POST-TEST MEANS AND STANDARD DEVIATIONS FOR THE CRITES-PERRON CAREER MATURITY INVENTORY/ ATTITUDE SCALES FOR THE EXPERIMENTAL AND CONTROL GROUPS

	PRE-TEST SCORES			POST-TEST SCORES		
GROUP	N	M	SD	N	M	SD
E	18	23.17	2.59	18	23.17	3.28
C	14	21.71	3.00	14	22.50	3.86

TABLE VII. ANALYSIS OF COVARIANCE FOR THE CRITES CAREER MATURITY INVENTORY/ATTITUDE SCALE FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

SOURCE	df	SS'	F	P	
Between	1	2.26	.308	.05	N.S.
Within	29	212.48			

TABLE VIII. QUESTIONNAIRE IV: COURSE OBJECTIVE ATTAINMENT

LEVELS OF PERSONAL ATTAINMENT:	NOT AT ALL	A LITTLE	VERY MUCH	MORE THAN EXPECTED
1. The program helped me to understand myself better.........	11.8%	23.5%*	47.0%	17.6%
2. The program helped me to understand my environment better.	11.8%	29.4%	53.0%	5.8%
3. Thanks to the program I have better interactions with my milieu.........................	17.9%	41.1%	29.4%	11.8%
4. Since I have been in this course I make better decisions.......	11.8%	53.0%	17.6%	17.6%
5. Now, when I make a decision, I'm more concerned about exploring my needs, aptitudes and values....................	11.8%	11.8%	76.5%	
6. The program helped me to clarify my future plans.......	29.4%	29.4%	23.5%	17.6%
7. I think I have now a clearer idea about who I am, and what I want to do with my life.....	17.6%	17.6%	58.8%	5.8%

* To facilitate the analysis, polarizing answers were underlined.

In order to respond to this question, let us consider the results of a questionnaire, completed by the students one week before the end of the program, concerning the degree to which the objectives of the course were obtained. Seventeen out of eighteen students responded, after being urged to be very honest, since their comments would serve to improve the curriculum. In order to facilitate the analysis, the results were translated into percentages and presented in Table VIII(7).

We can first acertain that the proposed objectives were very compatible with those defined in the majority of guidance programs, namely: self-knowledge, familiarization with the school and professional environment, and the development of competencies and attitudes in the face of decision making. Since the curriculum had fulfilled these objectives, it could be considered a guidance program. So, if we take into consideration the two categories of affirmative responses on the questionnaire, "very much" and "more than expected" (not taking into account that the category "a little" could be considered positive), we can see that the curriculum helped the students considerably in understanding themselves better (65% and 60% on questions 1 and 2). Concerning the interaction with the environment, such as choosing a career (questions 3, 4 and 6), the affirmative responses varied between 33% and 40%. As a result of the curriculum, 76% of the students considered their own needs and interests more seriously in any decision making (question 5), and 65% had a better understanding of life planning (question 7). Consequently, we can say that the experimental program, in terms of its content as well as its methodology, certainly attained its objectives, and stimulated a movement towards vocational maturity.

How shall we explain then why the CMI inventory did not detect this movement, in either the pre-test or the control group?

The answer is that the CMI was not adequate. A recent study by Hanna and Neely (1978), not published at the time of this experimentation, seems to confirm this answer. Following a revision of several investigations where the CMI was used, the authors concluded that this inventory was not reliable, and that they "entertain grave doubts that the demonstrated reliability of the CMI is sufficient to warrant its use in assessing individual examinees" (Hanna and Neely, 1978, p. 116)(8). We are, then, obliged to consider the results of the questionnaire alone in concluding that the experimental curriculum stimulated a movement towards vocational maturity, without, however, being able to specify whether or not this movement was significant.

6.3 Cognitive development

When the two groups were compared, as Table IX indicates, whether it be at the level of the subtest results or the global results from Longeot's Formal Operations Test (FOT), no significant differences were obtained. This conclusion applies to the results of the pre-tests and post-tests as well.

By contrast, when the results of the pre-test were compared to those of the post-tests for each of the groups, on all the sub-tests and on the global score, the experimental group made significant gains, although only on one sub-test (i.e. combinatorial). On the global score, the control group made a significant gain, as Table X indicates.

TABLE IX. MEANS, STANDARD DEVIATIONS AND INDEPENDENT t SCORES BETWEEN GROUPS FOR FORMAL OPERATION TEST AND SUB-TESTS

PRE-TESTS						POST-TESTS					
TEST	GROUP	N	M	SD	t*	TEST	GROUP	N	M	SD	t*
FOT**	E	18	15.83	5.31	.83 N.S.	FOT**	A	18	19.21	4.13	.14 N.S.
	C	14	17.36	4.91			B	14	19.00	4.40	
FOT/LP	E	18	4.72	2.19	.26 N.S.	FOT/LP	A	18	5.88	1.81	.48 N.S.
	C	14	4.92	2.27			B	14	5.57	1.82	
FOT/P*	E	18	5.94	2.64	.68 N.S.	FOT/P**	A	18	7.33	1.68	.26 N.S.
	C	14	6.58	2.70			B	14	7.50	1.91	
FOT/C	E	18	5.16	1.72	.83 N.S.	FOT/C	A	18	5.77	1.59	.02 N.S.
	C	14	5.21	1.31			B	14	6.14	1.16	

* df 30, p.>.05, Critical t: 2.042

** This test including 4 stages, the Kolmogorov-Smirnov was also used and no significant differences were found at $K_D \geq .05$.

TABLE X. DEPENDENT t TEST DATA BETWEEN PRE-TESTS AND POST-TESTS FOR EACH GROUP ON FORMAL OPERATION TEST AND SUB-TESTS

	EXPERIMENTAL GROUP			CONTROL GROUP		
TEST	t p. > .05	df(pairs)		t p. >.05	df.(pairs)	
FOT	4.13>2.11	17	S	2.87>2.16	13	S
FOT/LP	3.05>2.11	17	S	1.21<2.16	13	N.S.
FOT/P	3.18>2.11	17	S	2.01<2.16	13	N.S.
FOT/C	2.64>2.11	17	S	3.04>2.16	13	S.

It would, therefore, seem possible to stimulate, with the aid of a curriculum based on a conceptual approach, certain aspects of cognitive development, such as the "Logic of Propositions" and the operations of "Probabilities". More specifically, within the experimental program, the numerous group discussions and the keeping of a personal journal in which the leaders could write down their comments – always in reference to the concept being studied – were likely to have helped the students develop more coherence and logic in their mode of thinking. In terms of the significant gains on the operations of "Probabilities", that is competence in qualitatively considering several possibilities – and Lord knows how important this ability is in guidance – it would seem justified to believe that this is the result of a program that has put emphasis on the exploration and realization of new alternatives dealing with the future and with career planning. These results are all the more significant because they were obtained from the experimental group of students alone, more than half of whom were enrolled in the vocational sector (i.e. for the training of mechanics, chefs, tailors/seamstresses and secretaries). The control group, however, which didn't make any significant gains on the "Logic of Propositions" and the "Probabilities" subtests, was mainly composed of college-bound students, enrolled in courses, such as science and math, that were theoretically considered apt to stimulate the said competencies.

Because the FOT is a test founded on the theory of Piaget, it was essential to back up the statistical analysis of the results by a logical analysis. In Table XI, the numerators represent the number of students in each of the groups that made stage gains in comparison to the total

TABLE XI . STAGE GAINS FROM PRE-TEST TO POST-TEST FOR THE EXPERIMENTAL AND THE CONTROL GROUPS ON LONGEOT'S TEST AND SUBTESTS

GROUP	N	FORMAL OPERATION GAINS	FORMAL OPERATION %	LOGIC OF PROP. GAINS	LOGIC OF PROP. %	PROBABILITY GAINS	PROBABILITY %	COMBINATORIAL GAINS	COMBINATORIAL %
Experimental	18	6/18	33.3	3/18	16.7	8/18	44.4	5/18	27.8
Control	14	4/14	28.6	3/14	21.4	4/14	28.6	4/14	28.6

TABLE XII. PRE-TEST, POST-TEST FORMAL OPERATION STAGE ATTAINMENTS (in %) FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

GROUP	FORMAL OPERATION TEST*			LOGIC OF PROP. SUB-TEST			PROBABILITY SUB-TEST			COMBINATORIAL SUB-TEST		
	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN
EXP.	61.1	77.8	16.7	50.0	66.7	16.7	55.5	83.3	27.8	77.8	94.4	16.6
CONT.	71.4	92.5	21.1	42.8	50.0	7.2	71.4	92.8	21.4	92.5	100.	7.5
DIFFERENCES:			-4.4			+9.5			+6.4			+9.1

* To have a global formal score, a S must have had it on at least two sub-tests.

group (denominators). In order to facilitate the logical analysis, each fraction was translated into percentages. The results need some explanation. Whereas it was obvious that the two groups made gains on Longeot's Test of Formal Operations (the global scores) from pre-test to post-test, as revealed by statistical and logical analysis, the logical analysis alone revealed a far more global gain for the experimental group (33.3% compared to 28.6%). There was no contradiction to report between the two analyses concerning "probability", since in both cases the larger gain was confirmed for the experimental group. As for the "Logic of Propositions" sub-test, it seemed, at first glance, that there was an inconsistency in the results obtained by statistical analysis. It indicated a significant gain from the pre-test to the post-test for the experimental group alone, while the situation seems to be the reverse in the logical analysis. This was caused by using raw scores in the statistical analysis, while stage scores were used here. We are well aware that several raw score points could be gained without producing an actual stage change.

Finally, when the Formal Operations Test and its sub-test results were redistributed into two categories (concrete and formal), and then compared, new results emerged, Compared to the control group, the experimental group gained from pre-test to post-test on all of the subtests, while the control group made a substantial gain on the global score alone. This occurred because on Longeot's test, in order to be classified as a "formal thinker", an individual must have obtained the formal score on at least two sub-tests. Other results of the logical analysis appear in Table XII and confirm, on the whole, the statistical analysis. It should be noted that in order to emphasize the gains (in percentages) for each of the groups, the percentages from the pre-tests were subtracted from those of the post-tests, and then the differences for each of the tests and sub-tests were calculated.

As a result, the statistical analysis revealed that the experimental group, which had received the experimental treatment, made significant gains on the test and all of the sub-tests on cognitive development, while the control group remained stable on two of the sub-tests. The experimental group, when compared to the control group by logical analysis, registered the most important gains on all of the sub-tests (cf. Table XII).

7. CONCLUSION

If we take into consideration the "quasi-scientific" nature of this investigation (i.e. paired groups, not randomly chosen), and if we take into account the limited dimensions of the sampling, we can cautiously conclude that the experimental program based on a conceptual approach had, in one way or another, a positive impact on vocational development, as well as a significant impact on ego and cognitive development. It is, however, unfortunate that, due to the instrument of evaluation used, we had to be particularly reserved in our conclusions in the area of vocational development.

In addition, we have hypothesized that if the conceptual approach insured individual-environmental interaction, it would necessarily have an impact on ego development, such as defined by Loevinger's interactional test. The results of our experimentation were particularly significant in this area.

We can say, then, that a career education program, such as the one used here (Limoges, 1979), is an important stimulation to ego development and that it would be possible to consider vocational development a fact of psychological development. In such a case, all guidance intervention would be indeed an intervention in psychological education. We can also see that the adolescents were more concerned with their future and vocational direction, while the purely psychological questions didn't catch up to them until later (White, 1977). Consequently, we suggest that guidance programs not be considered only as being important in themselves, but also as a pretext for the stimulation of ego development. Man and society could profit from it.

The last element concerning ego development is the question of social expectations. We must account for the fact that the 45 hour program allowed several students to establish profound contacts with the leader-researcher. The effects of these expectations, however, seems to have been counteracted because the students had passed from the Conformist Stage (I-3) to the Conformist-Conscientious Stage (I-3/4), that is to say, to a stage where the individual no longer tries to make his actions conform to external social expectations, but rather to internal expectations. We can even say that the gain attained is so much the more significant since the students in the experimental group had to overcome two sets of external expectations (i.e. those of the investigator and those of society).

Thirdly, the conceptual approach in guidance had an impact on cognitive development, particularly on the "Logic of Propositions" and the "Probabilities" sub-tests. This seems to confirm the idea that even if the choice of career is a matter of the heart, it must pass through the head. Pelletier (1977) and Knefelkamp (1978) have both recently supported this idea.

Certainly, since only the conceptual approach was studied here, we cannot say whether or not another approach would have had the same results. We can only say that it should be the object of future studies.

As we look at the conceptual approach, we can say that this investigation has permitted us to establish the degree to which it is necessary to rethink and reorganize the written and audio-visual documentation of educational and occupational information to conform to these concepts if we want to be sure that there will be interaction with the environment, without which the concepts would risk engendering a fictional world similar to that described by Schur (1976).

As a final note, we can ask ourselves if the curriculum was, in essence, an educational and occupational program or a guidance program. Our opinion on this matter figures in note 1. We shall let each professional interested in the progress of guidance come to his/her own conclusion.

REFERENCE NOTES

(1) When we consider the three levels as a whole, even though it is the fruit of research in the area of educational and occupational information, it becomes difficult to decide if it is really a matter of educational and occupational information or of guidance. In our opinion, it all depends on the criteria used in this case. Only the criteria of a methodological order are applicable. We have decided to recapitulate the three levels of the content under the heading of

educational and occupational guidance.

(2) The principles in the taxonomy presented here were borrowed from Baer and Roeber (1969) and were chosen among many others by the "experts" in vocational guidance.

(3) Described more succinctly, this curriculum was composed of fourteen concepts to which were grafted the items of information springing from traditional career education programs. Each class consisted of activities to create learning situations inspired by the concepts. Finally, each concept was "explored" as a reality in itself within the learning group and within the setting (environment).

(4) In order to examine if the students were capable of applying the attitudes and competencies involved in decision making that they learned in the class, we used the Kuhn-Communs Test, although in our own particular way (see Limoges, 1979B). However, because the results were so chaotic, attributable to the lack of equivalency between the two groups, we decided not to report any of our findings at this time.

(5) We would like to thank Professor David Ajar from the University of Montreal for his assistance in the elaboration of this investigation.

(6) The experimentation took place at l'ecole polyvalente Jacques Rousseau de Longueuil under the kind sponsorship of Celine Tessier (c.o.). We would like to extend our thanks to her as well as to all of the students who participated in this research project.

(7) It appears that the questionnaire should have included in its alternatives an answer that was completely neutral, in order to equally distribute the choices of responses (i.e. two negative and two positive ones).

(8) Although Hanna and Neely's conclusion is very troubling, we cannot deny that the CMI is the product of more than twenty years of research on the part of Crites and his associates, which made Super (1975) and Pelletier (1977) say that it presently represented one of the best measures in guidance. Until other studies confirm Hanna and Neely's conclusions, we can also conclude that in our investigation, there was a movement towards vocational maturity (cf. the results of the questionnaire), but not enough to arrive at vocational maturity. We must not forget that the title of the test refers to maturity, and not development. Moreover, in another article (Limoges, 1979A) in relation to another problem, we set forth the hypothesis that vocational maturity cannot be attained until the individual is at stage I-4 on Loevinger's scale. In the case of these two groups, the experimental group had only arrived at stage I-3/4 and the control group at stage I-3. This could also explain the lack of change on the CMI and set aside the "reliability" of the test.

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AN INTEGRATED APPROACH TO CAREER DEVELOPMENT IN INDUSTRY

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Sommaire. Employés et employeurs sont favorisés par le partage des responsabilités en matière de perfectionnement professionnel. L'Imperial Oil encourage et aide les employés à prendre une part active dans leur perfectionnement. L'intégration de certains éléments de perfectionnement professionnel dans une entreprise est considérée comme un facteur important de l'efficacité globale. La série Développement personnel, qui comprend une batterie de tests optionnels et un service d'interprétation offert à tous les professionnels, est un bon début à une carrière. L'évaluation du rendement suppose la planification du perfectionnement par le superviseur et l'employé. Les activités de perfectionnement, comme la sélection en vue d'un emploi, l'aide personnelle et la formation, sont choisies de manière à accroître l'efficacité du travailleur dans son emploi actuel et à servir de base au perfectionnement professionnel.

Zusammenfassung: Sowohl Arbeitgeber als auch Arbeitnehmer profitieren, wenn die berufliche Weiterbildung als gemeinsame Aufgabe betrachtet wird. Imperial Oil regt seine Arbeitnehmer dazu an, bei ihrer Weiterbildung eine aktive Rolle zu übernehmen und fördert diese Bestrebungen. Die Integrierung verschiedener Elemente der beruflichen Weiterbildung gilt als wichtiger Faktor für den Gesamterfolg. Allen Akademikern steht bereits am Anfang ihrer Laufbahn wahlweise die Testserie "Personalbildung" (Personnel Development Series) zur Verfügung, mit der ihre beruflichen Möglichkeiten geprüft werden. Zur Leistungsbeurteilung gehört die Planung der beruflichen Weiterentwicklung, an der sich sowohl Vorgesetzte als auch Angestellte beteiligen. Weiterbildungsaktivitäten wie Arbeitsplatzwahl, Unterweisung und Training werden so gestaltet, daß sie den Berufserfolg verbessern und eine Grundlage für die berufliche Entwicklung schaffen.

Let me begin by saying that we at Imperial Oil now are celebrating our 100th year of business in Canada. We think we've made a substantial contribution to the nation and we hope to continue to do so in the next 100 years. We've grown from a handful of employees, located primarily in the Sarnia area in 1880, to 15,000 men and women in every province in Canada. Today our range of activities involves us in exploration for and production of oil and natural gas; it involves us in mining operations and in research into new uses of petroleum byproducts through Esso Chemical Canada. You will be most familiar with us if you fill your car up at one of our stations, where you'll also be able to purchase oil, tires, batteries and a variety of other products. Our employees are involved in literally thousands of jobs. They are mining in Nova Scotia, drilling for oil and gas in the Arctic, studying the environmental impact of our activities on our oceans and northern regions, doing research in our laboratories at Sarnia and marketing our products in offices across the country.

Obviously we are a complex, highly technical business and our success depends entirely on those 15,000 people who make up Imperial Oil and Esso Resources Canada. Another way of saying it is that if we have the right people with the right skills in the right place at the right time we'll succeed. If we don't, we won't. Career development is the technique or approach we use to make sure that we are successful.

Where is our starting point? The first consideration is our business plans. Where does the company want to be in 5 or 10 years' time? What plans do we want to implement and what changes, alterations or additions do we plan to existing operations? These business plans are the force that drives our career development programs.

They pinpoint how many employees we need, what skills those employees require and the physical locations where the jobs will be performed. Once the business plans have been approved, a five-year forecast of manpower needs, by both skills and geographic location, is done by each department. The departmental forecasts are sent to our Human Resource Planning and Development Committee, which integrates the information into a corporate forecast.

This gives us a handle on what our future employment demands will be but that is only part of the problem. The other part is the determination of future employment supplies. What people, university graduates and experienced workers, will be available to meet our needs? In the past, this has been the simplest part of our task but it may not be in the future. To get answers about supply, we rely on Canadian labor economics, taking into account projections made by Statistics Canada, Employment Canada, the Technical Service Council, universities and colleges, and by professional associations such as those for engineers, geologists, accountants and geophysicists.

Knowing our future needs and what the resource pool will be, we try to achieve a supply/demand balance. Each department makes its recruitment plans and these are then centralized, with recruitment efforts directed at university graduates and experienced persons.

It's clear that all our needs can't be met by recruitment. The pool of technically skilled workers is declining. Ten years from now, 50 percent of the labor force will be working at jobs that don't even exist today. Immigration sources will no longer fill our needs because worldwide demand is growing. And while most university graduates come from eastern Canada, the demand for new employees will be in the West. Competition within our own industry means that our approach to recruitment will have to be done exceptionally well, but even if it is and if we get our fair share of the talent available, it still won't be enough. Projects such as Cold Lake are creating extraordinary demands for skilled labor. From a very pragmatic point of view, our only alternative is career development. That means looking at our current supply of employees, determining where they want to go in their careers and what skills they have that could be further developed, and looking at the company's needs and the skills it requires, and finding a fit that is satisfactory to both. There are nine factors that influence our career development program to one degree or another:

1. Recruitment program
2. Prehiring testing
3. Our Professional Development Series, or PDS for short
4. Training programs, including
   a) corporate management programs
   b) supervisory practices, and
   c) skills courses
5. Educational Benefits
6. Counselling
7. Career and Life Planning programs
   - job selection and rotation
   - Employee Appraisal and development programs
   - preretirement planning
8. Organizational Development
9. Stewardship Reviews

Let me begin with recruitment. Getting a sufficient number of graduates in the technological fields, such as chemical and mechanical engineering and geophysics, will be a major challenge in the coming years. We are expending large sums to ensure that our placement staff are familiar with the needs of our operating departments and can provide information to graduates who are interested in Imperial Oil/Esso Resources. We believe that if we are to find the right people with the right skills our recruitment process must provide complete and accurate information to the students and must get back from them complete and accurate information about their skills, their career aspirations and job environment expectations.

The next step involves prehiring testing. I mentioned earlier that our success depended on getting the right people with the right skills in the right jobs at the right time. Getting the right person with the right skills implies a number of things. It implies that their skills are directly job-related and some departments want to test that directly before making any job offer. There is also an implication in terms of general managing ability. And we look for the right personal characteristics for the work involved. We feel we're best serving both the company and the individual if we get the best possible fit between personalities and jobs. Not all departments do pre-employment testing but those who do are looking for the right skills and characteristics for the current job, and they're also looking for the type of people who could move on to management jobs in the future. I should add that those who don't do formalized prehiring tests do ensure that prospective employees are interviewed in some depth by at least three levels of management and/or supervisors, in itself a prehiring test.

Once hired, all of our managerial, professional and technical employees are invited, soon after they join the company, to take what we call the Personnel Department Series of tests – PDS. This is a battery of intelligence and other tests that help define the employee's strengths and weaknesses and his or her way of coping with the corporate environment. I should note that the decision as to whether or not to take the tests rests with the employee and there are no penalties or negative career implications for those who opt not to take them.

After the tests have been processed and a discussion with the company psychologist, the employee learns his or her results and how to interpret and act on them. The tests are a tool to help them learn about themselves so they can intelligently plan their careers. Until recently, the results were also shared with the department manager; they were sometimes used to identify high-potential employees and on occasion were major factors in decisions about promotions and other job moves.

That was changed this spring and now only our psychologist and the individual employee see the results. Managers never see them. It's too early to see what, if any, change this will bring about, but we expect it will help allay employee concerns about invasion of privacy. It is also our hope that more people will choose to take the tests because experience with them has shown they can be of major assistance in helping the employee plan his or her career.

As I noted earlier, even if you employ highly skilled people things are changing so rapidly that ongoing training is a must. There are three parts to our training programs.

The first set of courses is the management courses — teaching skills that are needed throughout a career and that apply to all departments and operations. The management courses begin with the corporate orientation seminar, which is offered to all our managerial, professional and technical employees soon after they join the company. This is followed by Management I, which focuses on managing the job itself — making presentations, organizing and running meetings, time management and so on. Management II deals with the individual manager within the context of the organization, its norms and its practices. And Management III places the manager and company within the broad framework of our environment, social systems and external forces.

The second type of course we call supervisory practices and it is taken when the employee first becomes a supervisor. The course covers the skills and information one needs as a new supervisor.

Finally, there are skills courses, designed to meet the specific needs of a person or a job – such skills as negotiating, making presentations, and report-writing. These courses are offered at the corporate level by the employee relations department. In addition, individual departments offer courses for their own part of the business – things such as sales skills for the marketing department, for example.

We have designed the courses ourselves and we have a full-time staff of trainers to lead them. Occasionally we do use outside resources to help develop and give courses. In addition, other employees from time to time are called on to give courses as part of their own development. The programs are constantly being evaluated and revised to meet our always-changing needs or simply because improvements have been suggested. For instance, we used to have an "introduction to management" course that was basically a combination of Management I and Supervisory Practices. It became clear that many participants had no supervisory duties and didn't need that part of the course, while others had been in management for some time but had just become supervisors. So we separated it into two, more useful and relevant programs.

In addition to the company-offered courses, we subsidize attendance at conferences and seminars such as the one we are attending right now. We also subsidize university and college courses if they are in some way job-related. Employees are reimbursed 75 percent of their tuition fees when they successfully complete the course.

A leave-of-absence policy for employees who want time away from the job for education is also in place. The initial leave, without pay, is for a maximum of one academic year and additional leaves are on a year-to-year basis after management review. It is our belief that these educational benefits make it possible for employees to continually add to their skills and abilities without undue financial hardship. Many of them are taking advantage of the program and the benefits to the company can also be readily seen.

Counselling services offer tremendous advantages both to the employee and the company and at Imperial Oil we use counselling in a number of ways.

It can be used to help individual departments and the people working there make decisions about new jobs. For instance, a department may have a sudden need for first-line supervisors. Who should be promoted to these positions? Tests administered by our psychologist indicate to management the most promising candidates for the positions. The tests also show individuals their own strengths and weaknesses and help them decide if they want to make this type of move.

Our psychologist administers specialized tests for individuals who are having difficulty making career decisions. He helps them identify their areas of interest and their aptitudes so that they can plan for the future. Like the PDS tests, these results are shared only with the individual employee, even if the test was taken at the suggestion of the supervisor.

I think most of us in Employee Relations or Human Resources Development recognize that stimulating work and good compensation don't necessarily guarantee high productivity. The level of stress in an employee's personal life and how he or she handles it is an extremely important element in productivity. This area has long been considered off-limits for companies since it has been generally felt they shouldn't delve into employees' personal lives. We believe firmly in safe-guarding employee privacy but we think there is a balance between that and the offer of assistance if the employee wants it. At Imperial, we provide an Employee Assistance Program through our medical department. A psychologist is available to give assistance and counselling for such things as financial problems, family difficulties, and legal questions. Information shared by the employee with the psychologist is held in strictest confidence. The program began this July, so it's too early to evaluate either its popularity or its effectiveness.

Career and life planning programs are an integral part of our career development planning. It is essential that employees and their supervisor get together to share information and expectations. We don't trust to luck that this will happen. We have a structured annual performance appraisal and development program that lets employees know where they stand, determines where they want to go, and how they can get there. A number of things happen in the process. The employee and supervisor reach agreement on key objectives to be met over the next year. They examine the employee's needs — for training, job enrichment, transfer, whatever — and they make a commitment to take specific action to meet these needs. They discuss the employee's career goals as well as the company's goals for the employee. When I said the two people reach agreement I may have painted a too-rosy picture. Ideally they do agree. But if they don't agree, at least they reach a mutual understanding. The employee knows what's expected of him or her.

At the end of the 12-month period for which goals were set, the goals are re-examined and progress evaluated. New goals are set, new needs specified, and new commitments made. Out of the appraisal comes the employee's performance rating, on which his or her salary increase is based. The process also helps identify high-potential people as well as needs for promotion or job rotation. This information is fed into the central committee I mentioned earlier – the Human Resource Planning and Development Committee – to make decisions around balancing supply and demand of human resources.

So the performance appraisal program is central to our whole career development program. It is here that we identify training needs, that we set work goals, that we discuss career ambitions and that we iron out misunderstandings.

Another facet of our career and life planning stage is pre-retirement planning. Retirement, to our way of thinking, is really a new career, and that needs very careful planning. Later this month (September), we'll be launching our new three-day pre-retirement program, which will deal with the financial, health and leisure-time aspects of retirement. It will be offered to all employees age 55 or more and their spouses. Incidentally, one of our consultants on the program is a retired Imperial Professional Development Manager.

By now, we should have the right person with the right skills in the right job but how long will that last? Change is inevitable and both the company's and the employee's needs will continue to change at a rapid rate.

We can handle change in a number of ways. There can be a transfer or promotion within the department and handled by that department. Or a transfer or promotion to another department, which would be handled by the Human Resource Planning and Development Committee. There's also job enrichment — a redesign of the job to include new, increased responsibilities. And sometimes special, temporary assignments can be useful if the company wants a person to gain particular skills or if the employee asks for an opportunity to gain those skills. Employees may, for example, spend six months doing a special project in a different location. Our Management Training Internship Program allows management employees to spend about six months as trainers in the company, learning the different skills needed for teaching adults.

Sometimes change happens on a larger scale, involving not just the individual but perhaps a work group, a division or even an entire department. At Imperial we manage these kinds of changes with a technique many of you are probably familiar with: organizational development. OD is the technique of ensuring that the needs of the organization and the individual are met while change is taking place. It involves a lot of talking and a lot of listening and the results are often quite exciting. Esso Resources, our exploration and development subsidiary, is using OD on a huge scale, in setting up the Cold Lake Heavy Oil project. We're committed to OD because we feel it's crucial to furthering career development while the organization changes.

The final element of a successful program is stewardship. Once a year, every department manager at Imperial makes a formal presentation to the board management committee. The manager is accountable for the way he or she has managed the people in the department, and must outline plans for filling key positions as well as plans for employees who have been identified as having high potential. Each manager's performance appraisal is partly based on how well he or she is managing human resources. Without this stewardship function – without managers being held accountable – there is a danger development programs will get relegated to the back burner in favor of what some would say is some urgent business.

I think by now it will be clear that at Imperial Oil career development has two overriding characteristics:

First, it's integrated. It's in tune with the needs of the organization, and the Human Resources Planning and Development Committee helps ensure this happens. A key tool in keeping all the pieces of career development integrated is the annual performance appraisal. The second overriding characteristic is that career development is a shared responsibility of the employee and his or her department management. The employee is expected to take charge of his or her own life, but the company is there to assist and support. Again, the performance appraisal helps make sure this happens.

Finally, how do we know if it's all working? Feedback – constant feedback from those using the process. Feedback, by employees. Feedback by supervisors and managers. Each course that is given has time scheduled for evaluation. Employee opinion surveys are run on a departmental or corporate level. And feedback is what the employee development and appraisal system is all about.

EMPLOYMENT COUNSELLING OF UNIVERSITY AND COLLEGE STUDENTS IN THE UNITED KINGDOM

Jill Adrain

The Queen's University of Belfast
Ireland

Sommaire. Un aperçu des différents rôles et activités des services consultatifs professionnels offerts dans toutes les universités et écoles polytechniques du Royaume-Uni. Voici certains des sujets qui seront traités: (a) le besoin de counselling d'emploi dans les universités et écoles polytechniques; (b) les objectifs et la structure des services d'orientation; (c) méthodes de counselling d'emploi; (d) information sur les carrières — ressources et systèmes; (e) programmes de renseignements sur les carrières; et (f) auxiliaires informatiques de counselling d'emploi.

Zusammenfassung. Der Vortrag befaßt sich mit den verschiedenartigen Aufgaben und Aktivitäten der Berufsberatung an allen Universitäten und Fachhochschulen in Großbritannien. Folgende Themen werden angeschnitten: (a) Das Bedürfnis nach Berufsberatung an Universitäten und Fachhochschulen; (b) Zielsetzung und Organisation der Berufsberatung; (c) Ansätze der Berufsberatung; (d) Berufsinformationen — Ressourcen und Systeme; (e) Berufskundliche Programme; (f) Computerunterstützte Berufsberatung.

Formerly one of three 'Queen's Colleges' established in Ireland in 1849, it became the Queen's University of Belfast in 1908.

There are now about 6,000 students enrolled in nine faculties, their studies covering all the major subjects offered in UK universities (except veterinary science).

The university departments are scattered within a three mile radius of the original Lanyon building and housed in a mixture of old and modern architecture. In general, facilities are excellent.

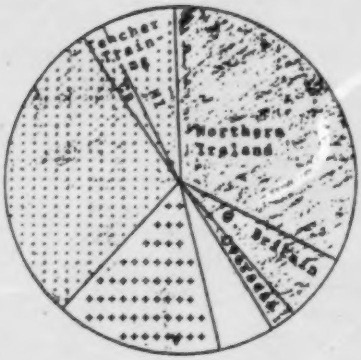
Each year, most graduates emerging with primary or higher degrees, enter employment or further courses of pure or vocational study (Figure 1).

DESTINATIONS OF GRADUATES (1978-79)

(excluding medicine, dentistry and education)

NUMBER OF PRIMARY AND HIGHER DEGREE GRADUATES	1330
NUMBER WHOSE EMPLOYMENT DESTINATION IS KNOWN	1267 (95%)

This chart shows in broad categories their known destinations:



		NO.	%
▨	Permanent Employment	546*	43
░	Further Study	476	37
✚	Already employed, Unavailable, Temporary employment, Overseas students returned Overseas	188	15
☐	Seeking Employment	57	5
	TOTAL	1267	
NI	Employed in N. Ireland (85% of those employed in UK)	434	

Figure 1

The Careers Service, more formally 'The Appointments and Careers Advisory Service', operates from a terraced house approximately 200 yards from the main building. The 3 careers advisers and 4 secretarial staff number fewer than in most other universities of comparable size, yet offer the same range of services. This is possible mainly because of the ease of communicating with schools and employers in a relatively small area coupled with the fact that the majority of the graduates seek placement in Northern Ireland.

It has the facilities common to most services:

A reception area.

An Information Room with, in this case, alphabetically arranged files on careers/employers and professional organisations, information on vacation work, reference books (many supplied free) and an area for study.

A Job Room, solely for displaying current vacancies, information on new courses and the job pages of local newspapers.

A general office with a senior assistant responsible for office administration, graduate employment statistics and for organising the annual programme of recruitment visits by employers. Queen's has a suite of 7 interviewing rooms equipped with tannoy system for use at this time.

The 3 advisers have each got spacious comfortable interviewing rooms and the core of their work is the one to one interview with students backed up by a range of activities to be outlined later.

They advise and counsel students in all areas affecting career planning and decisions but when it is felt that what is needed most is on-going personal counselling, they seek the student's consent and refer him/her to the Student Counsellor or Student Health Services. They liaise closely with colleagues in these services who, in turn, refer students to the Careers Service.

This referral system for in-depth personal counselling operates with most Career Services and their Student Counsellors, while some institutions have combined Careers and Counselling Services.

The violence in Northern Ireland, which attracts so much publicity, has thankfully rarely spilled over onto the campus. It does, however, affect students intake from outside the Province and now only 4% of the student population are extra-territorials.

The majority of graduates seek and find placement in Northern Ireland where the overall employment figures in July were the worst in the United Kingdom and the worst since 1938. 14.7% of just over half a million of a working population were out of work, compared to the 7.3% figure in the U.K. Paradoxically Queen's graduate employment figures for 1977-78, when only 3% were known still to be seeking employment, were better than the U.K. average (4%), but 1978-79 saw these reversed; Queens 5%, U.K. 4% seeking employment.

When competition for jobs is severe, employers often look first to the best qualified and graduates begin to elbow out school leavers for jobs which had previously been their domain. The kind of jobs graduates go into will be covered later.

Consider now an overview of the educational systems in the United Kingom - the environment from which students enter universities and colleges.

II The School Systems

Compulsory schooling is from age 5–16. In general, primary schooling until 11, secondary from 11 onwards.

In England and Wales free education is available to children of all abilities in comprehensive schools of one kind or another. Alongside these exist grammar schools, traditionally establishments of academic excellence. Many parents are willing to pay fees to send their children to grammar schools.

In Northern Ireland, midst controversy, there is still a selection test at 11 to determine the type of secondary school (including grammar) pupils may attend. Few areas are as yet reorganized into comprehensives.

In Scotland primary schooling ends at 12+ with comprehensive schooling available to all. Again grammar schools exist in parallel.

All the schools offer tuition for the leaving examinations in a range of subjects: at 15–16 CSE (Certificate of Secondary Education) for the less academic pupils and "O" Levels (Ordinary Level GCE – General Certificate in Education); then 17–18 "A" Levels (Advanced Level GCE). Academically able pupils will usually take 8 or 9 "O" Levels and then 2 or 3 "A" Levels. (Scottish pupils take "Highers" instead of "A" Levels.) University/College entrance requirements are usually 5 "O"/2 "A" Levels.

If pupils are accepted for an approved course of further study they are automatically grant aided. Fees are paid and they are eligible for consideration for a maintenance allowance – the amount depending on parental income.

Thus, if academically qualified, there is no real hurdle to continuing on a course of study. Equally there is no urgency to plan for a career at the end of the course. It is too easy for students to concentrate only on subject excellence.

Careers work in schools is developing and improving. There are many programmes available for in-service training of Careers Teachers. There has been an expansion of work experience programmes for pupils and careers education classes in the curriculum. But there is still a strong social tradition that 'university education is best for the academically able', thus too much mindless pressure on good 'A' levellers to continue to higher education — with or without well thought out aims. The focus is too heavily biased towards getting in to University; not enough on the choices facing students when they leave.

Universities and Colleges

In the United Kingdom, universities date either from the sixteenth century or the nineteenth and twentieth centuries. Following the 1963 Robbins Report on the future of higher education and a commitment to its availability to all qualified to pursue it, the sixties saw a massive expansion of older universities and the foundation of new ones. This period also saw the final step in the evolution of the old advanced colleges of technology to technological universities and then the emergence of polytechnic colleges. They have their own degree validating body, the Council for National Academic Awards (CNAA). Today polytechnics offer a wide range of degree and non-degree courses. Primarily meant to offer academic education combined with vocational training, there is now much overlap between their courses and those at universities. The main difference is often the 'sandwich' nature of polytechnic courses – spells of work experience sandwiched between years of academic study. The Scottish Central Institutions are equivalent to polytechnics elsewhere.

In the mid-seventies, there was another massive re-organisation, this time with the amalgamation of Colleges of Education (teacher training colleges) with other Colleges of Further Education. 150 such Colleges were reduced to at present 10 free standing monotechnics in England and Wales, 7 in Scotland and 3 in Northern Ireland. Approximately 50 Colleges of Further Education sprang up from an assortment of amalgams. They are too young yet for their worth to be assessed clearly. A few other Specialist Colleges of Dance, Photography etc. remained.

Aspiring undergraduates then have the choice of Universities (55), Polytechnics (31) and the young Colleges of Higher Education (around 50), as well as Colleges of Education (20) and some specialist monotechnics.

The majority of degree level work is done in universities and polytechnics, and employment counselling in only these institutions will be discussed.

As stated before, graduates generally fare better than most in a tightening employment market. (In 1978–79 4% of U.K. university graduates were known still to be seeking employment against an overall unemployment figure of 7.3%.)

Each year graduate destinations can be classified into 4 main groups of fairly predictable proportions (Figure 2).

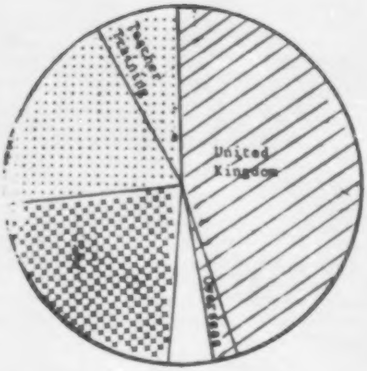
(1) 40–50% in permanent employment

(2) 25–40% in further study courses; and variable proportions in

IRST DESTINATION OF UNIVERSITY GRADUATES (1977-78) - UNITED KINGDOM

NUMBER OF PRIMARY AND HIGHER DEGREE GRADUATES	81,521
NUMBER WHOSE EMPLOYMENT DESTINATION IS KNOWN	72,903 (89%)

This chart shows in broad categories their known destinations:



		NO.	%
▨	Permanent Employment	34,523	47
⠿	Further Study	19,303	27
▦	Already employed, Unavailable, Temporary employment. Overseas students returned Overseas	16,192	22
☐	Seeking Employment	2,885	4
	TOTAL	72,903	

Figure 2

(3) Seeking employment 4% and

(4) In a miscellaneous group including, temporary employment, unavailable for work, already employed or overseas students returning overseas, 22%.

Polytechnic statistics are not yet drawn up as systematically as in universities but the same 4 categories indicate predictably larger percentages going directly into employment, smaller percentages going on to further study but, perhaps unexpectedly, a larger percentage seeking employment. This in part reflects the fact that some polytechnics have not yet gained the esteem older universities have built up over the years. They thus attract less able students.

The Queen's University figures for 1978–79 (Figure 3) can be used to make some general points: the large number going on to "further study" (37%) indicate the need for training after a degree. Many students embark on course of vocational study e.g.: teacher training, social work, industrial management, accountancy etc., while some continue their academic studies.

Figure 3

CLASSIFICATION BY JOB CATEGORY OF THE 546* GRADUATES IN EMPLOYMENT 1978–79

No. 87
Job Category: Engineering and Allied Industries
Type of Work: Engineers; Chemists; Sales, Marketing Trainees; Computer Programmers

No. 59
Job Category: Accountancy
Type of Work: Trainee Accountants in Chartered

(Figure 3 Continued)

No. 59/ Accountancy Firms

No. 57
Job Category: Local Authorities
Type of Work: Administrators, Library Assistants, Computer Programmers, Social and Welfare Workers, Police, Psychologists

No. 49
Job Category: Civil Service
Type of Work: Admin. and Executive Officers, Agric. Advisory Officer, Economists, Translators, Scientists, Engineers, Town Planner

No. 41
Job Category: Builders, Contractors, Civil Engineering, Architects
Type of Work: Architectural Assistants, Civil Engineers

No. 37
Job Category: Overseas, Permanent Employment
Type of Work: Geologists, Accountants, Agriculturists, Retail Managers, Engineers, Personnel and Actuarial Trainees, Teachers, Computer Programmers, Town Planners

No. 34
Job Category: Pharmacy
Type of Work: Pharmacists (in training)

No. 26
Job Category: Teaching
Type of Work: Teachers in Further Education and Secondary Schools

No. 25
Job Category: Commerce, Banking, Insurance,

(Figure 3 Continued)

No. 25/ Public Utility
Type of Work: Estate Agents, Travel Agents, Trainee Bankers, Trainees in Insurance, Building Societies, Advertising and Accountancy

No. 22
Job Category: Manufacturing and Allied Industries
Type of Work: Statistician, Management Trainees, Translators, Engineers, Accountants, Chemists, Physicists, Computer Programmers, Personnel Trainees

No. 17
Job Category: Universities and Colleges
Type of Work: Library Assistants, Computer Programmers, Research Assistants, Technicians

No. 7
Job Category: Chemical and Allied Industries
Type of Work: Engineers, Nutritionists, Medical Representatives, Pharmacists, Accountants

No. 15
Job Category: Solicitors' Private Practice
Type of Work: Trainee Solicitors

No. 2
Job Category: Retail Trade
Type of Work: Trainee Staff and Store Managers

No. 2
Job Category: Hospital Service
Type of Work: Nurses, Research, Social Workers

No. 2
Job Category: Others
Type of Work: Community Service Workers, Milk Marketing Board, Hotel Receptionist

(Figure 3 Continued)

No. 8
Job Category: Entertainment, Media, and Cultural Organisations
Type of Work: Film Editor, Journalist, Announcer, National Trust Administrator, Engineers, Press Editor

No. 7
Job Category: Armed Services
Type of Work: Army, RAF, Royal Marines

No. 5
Job Category: Church
Type of Work: Trainees for Ordination in the various Denominations

No. 2
Job Category: Journalism, Publishing
Type of Work: Journalist, Editor

No. 1
Job Category: Agriculture
Type of Work: Herdsman

No. 1
Job Category: Oil Industry
Type of Work: Chemical Engineer

*Appointments and Careers Advisory Office, Queen's University, Belfast. 1.6.80

Universities and Polytechnics

They vary in size: only 2 universities have less than 2,500 students and only 6 have more than 10,000 students. Northern Ireland has 2 universities and 1 Polytechnic. In Belfast, Queen's with 6,000 students is one of the larger universities; the Ulster Polytechnic has 4,000 full-time and 4,000 part-time students. The New

University in Coleraine is one of the smallest with about 2,500 students.

All the universities and polytechnics in the United Kingdom have their own careers advisory services. These vary in size and resources but share the common objectives of helping students to plan and find satisfactory placement on graduation. As mentioned previously, most careers services, while constantly involved in counselling, liaise closely with and on occasion refer students to student counsellors. Only a few institutions have combined careers and counselling services.

Employment Opportunities

One cannot evaluate the worth or efficiency of a careers service solely on its graduate employment figures but obviously they are of concern and in part indicate where development work is needed in a service. The kind of jobs taken up indicate the breadth of choice open to them but graduates generally do what graduates have always done. There are only a few trends appearing and these are largely due to a contracting job market and the need to look at areas of work not previously accepted as graduate jobs.

Some examples illustrating that:

Until as recently as 7 years ago only a few graduates went into accountancy each year. It is now the single career recruiting the largest number of graduates (59).

Teacher training places have contracted drastically in the last few years. (In 1972, 320 students went on to teacher training, only 138 in 1979.) Many erstwhile teachers (predominantly female Arts graduates) have turned to careers like nursing and secretarial work/courses. (Annually less than 10 graduates did Secretarial training before 1976; since then, the average number per year has been 35.)

Expanding job markets are retailing, sales and police work. Since jobs are available more students are beginning to consider them.

Recapping then, students reach universities and colleges, used to success measured in academic terms only. They have little real knowledge of the world of work and in most cases are unused to assessing it or themselves. With the availability of automatic grants if qualified for courses of higher education, it is as if they were on a moving escalator, requiring little effort beyond study to reach the next step. Careers advisers find them almost totally unprepared for that step beyond the end of the educational system - into a career.

III Student Needs

In relation to employment counselling, students need above all to be alerted: to think of themselves as people with skills beyond academic study; to look at career choice in a realistic way; and to learn to present themselves in the best light for employment.

They need help through the channels of:

1. Vocational Guidance and orientation - professional
2. Career Information and
3. Job Placement.

The organisation of Careers Advisory Services

In the United Kingdom there is a strong co-operative organisation of university and polytechnic careers services and the individuals in them - AGCAS, The Association of Graduate

Careers Advisory Services.

Its governing body is a biennial conference and it elects officers and a standing committee to manage the business. Each service pays a membership subscription but AGCAS operates on a small budget with all the work being done by members, aided by the resources of individual services. This co-operative effort covers all aspects of careers work and is organised around a system of sub-committees and working parties.

Information is co-ordinated and disseminated by a Central Services Unit (CSU) in Manchester. Briefly CSU's functions are: To publish and distribute vacancies lists, information sheets and bulletins, and to promote employment studies and computer vacancy systems.

The activities of AGCAS, summarised are as follows:

Statistics	Graduate employment statistics are collected and published annually.
Training	A range of training courses for members is organised in conjunction with outside bodies.
Information	Members write and publish annually a series of about 70 information sheets on careers. Some are then published by COIC (the Government's Careers Occupational Information Centre) for use in Schools.
Schools Liaison	An information booklet 'What do Graduates do' is published and distributed to schools

	each year.
Communication	A quarterly magazine 'Phoenix' is published and sent to all services.
A Code of Practice	Regulating recruitment practice is worked out with SCOEG (the Standing Conference of Employers of Graduates).
The Job Market	AGCAS conducts investigations and promotes activities in areas of the potential job market for graduates.

Thus there is a strong pooling of skills and resources enabling individual services to provide help for students in the 3 main areas suggested.

1. Vocational guidance through individual interviews, group discussions and tests.

2. Careers Information on types of work, employers, professional organisations and courses of further study.

3. Job Placement. As well as publishing vacancy lists, all services organise interviews in the Service with employers during the Spring term (called the "milk round"). A number also organise regional Employment Fairs in the summer.

A wealth of information comes in to the Services from AGCAS and CSU

SCOEG	The Standing Conference of Employers of Graduates
COIC	The Careers Occupational Information Centre, their material is mostly for schools, schools careers libraries. Some universities and colleges index their careers literature on the COIC

System (information is available on display) and from

CRAC The Careers Research Advisory Centre which publishes career books as well as promoting and organising Management Courses for students.

There is also a growing number of video cassettes on careers and employers, generally available for student usage in the services themselves.

The heart of the work is the individual interview with students but staff are also involved in giving and organising career talks, preparing information material and making contact with academics, employers and professional bodies, as well as in group work with students and various sorts of co-operative activities for AGCAS.

Employment Counselling in Practice

The practical efforts of a Careers Service must be concentrated as follows:

(a) On making contact with students – fundamental but not easy if they are cocooned in the security of academia;

(b) On alerting them to action and, finally,

(c) On providing concrete help.

(A) Contact

(i) This begins with the schools: Advisers attend as many School Careers Conventions as possible and also give talks to senior pupils helping to put degree work in its proper perspective. The Queen's service sees groups of 10 at a time in the Office, every hour on the hour during university Open Week – answering individual questions.

(ii) The Service is publicised as widely as possible. As well as circulating eye-catching literature, Queen's now has a video tape on how to use the service. Contact is made with students and academics; Advisers address groups of freshers, are available at enrolment, contact students societies and give talks to groups in their final year about the service.

(iii) They liaise with departments. Each adviser has responsibility for certain subject specialities and encourages academics to refer students to the service. They go to classes and give talks, take part in seminars and organise where possible programmes of help for students in their own departments.

(iv) Vacation work information often affords the first contact for students with the Service and they are then aware of the facilities available. Some employers too offer 2-3 day vacation courses giving first hand insight into jobs.

(B) Action

Having got in touch, students need to be alerted to the need for action through:

(i) Careers Conventions - In conjunction with the Students' Representative Council, Queen's hold an annual careers convention bringing back recent graduates to talk to students about their jobs and the transition from university to work. The nature and scope of conventions varies among Services.

(ii) Career Talks - A series of careers talks for the general student body and increasingly more for particular groups of students is organised, on careers and on employers (given by outside speakers) as well as on topics like applications and interviews. In one department a series of career seminars is held starting with one of the students preparing and giving the talk on career opportunities while an adviser attends to support, correct and add detail where necessary.

(iii) Careers Advisory Service (CAS) Programmes – Many services have recognised the need for and have developed programmes of careers education for students to include exercises for self assessment, decision making, choosing a career, applications and interviews. They also arrange visits to employers for groups of students. Much development work is currently being done on such activities and a bank of information is now being built up.

(iv) CRAC Insight into Management Courses – Over the last 3 years these have been established and have got overwhelming support from students. With the aid of sponsorship and release of personnel from employers, a 3–4 day course is organised. It consists of business games simulating work in various management functions. Young managers work alongside the students in small groups for the participative exercises. These have been a huge success; 100% of all students who have attended all the courses have recommended that others should do so.

(v) Individual interviews are themselves often the medium for alerting the students to action.

(C) Help

Finally, students need concrete help as they begin actively to sort out career choices and to make decisions on their future through:

(i) The CAS programme, already outlined,

(ii) Information from various sources and in various media – literature, tapes, live contact with jobs and the people in them.

(iii) Tests – the main tests used are: The APU Occupational Interest Guide and Gradscope. The APU Occupational Interest Guide consists of a questionnaire of items being completed by the student, then scored and assessed by trained advisers, then results discussed.

Gradscope, launched in April 1979, is a computer aided system for Career exploration by students and involves:

(1) Students rating factors on work activities, demands made by work and conditions of work.

(2) A computer programme comparing students ratings to data bank of occupations (8 Services have their own programme; others use central processing in Liverpool) and then

(3) 10 occupations being printed out noting the factors which contributed to each occupation.

If, after discussion, students disagree with factor ratings they may choose to change them and get a new print out.

A lot of developmental work has been going on in this area of aids to students. A new unisex APU questionnaire to replace the existing male and female questionnaires is to be launched this month and interests linked to job suggestions by a computer programme, JIIG/CAL system.

JIIG	Job Ideas and Information Generator
CAL	Computer Assisted Learning

A new version of Gradscope is also to be available in October, while research into improving it continues.

CASCAID (HE) – Careers Advisory Service Computer Aid for Higher Education matches academic attainment and potential, physical characteristics and occupational activity preferences to relevant career titles. It is a development from the CASCAID system currently being used with School leavers and is to be launched in the Autumn.

Work is being done in Nottingham by Neil Scott, Head of the University Careers Service, and others on a Student Availability Register which will enable students to put information on a form which employers can call up on a computer and then make contact about jobs.

CSU continues to monitor the Post Office Prestel (Viewdata) systems where a telephone link to a central computer gives video access to a range of data and which now includes, in embryo form, a job vacancy section – Careerdata.

Other work is also going on:

(iv) advisers help in other ways, through Job Placement using vacancy lists/bulletins, papers, journals and employer contact as well as the milk round and summer fairs, and through

(v) vocational guidance/support/encouragement in the one to one interview.

Each adviser will bring his/her own individual personality and approach to the interview. The speaker's aims are as far as possible to:

- establish rapport, then

- counsel by discussion of ideas/dilemmas/lack of ideas. Give information where appropriate and then evaluate the current situation and what the student is seeking.

- next, to review the discussion.

- recap on it, check evaluations and prioritise on needs.

The aim, then, is to get agreement on possible courses of action and help towards it by means of information/contacts/tests etc. It is seen as a process of combining counselling skills with the necessary information and advice involved in employment counselling. This approach is directive in the sense of alerting, motivating, helping.

It is non-directive in that the desire for progress, the decisions and the action itself must come from the student. No advice is given on which career to choose, what decisions to take; the adviser explores, reflects and reviews alternatives with each student.

It is developmental in the belief in the need for onward movement towards constructive action, no matter how little.

That then is an account of the current scene in employment counselling in U.K. institutions of higher education.

Likely areas for development in the future are:

Job Placement
Career's Education, and
Computerised Aids

AGCAS has already received sponsorship and has set up projects to seek out and publicise new employers of graduates. No Careers Service nor Careers Advisor should ignore the current need to contact more employers than in previous years, as each employer may be offering fewer jobs than in the past.

Individual services are currently working on new programmes in Careers education and the Central Services Unit's bank of information is growing daily. As has already been pointed out, there is much activity on computerised aids.

The current economic situation has at last dispelled blind faith in academic qualifications alone. There is more interest than ever before in employment counselling.

The job of advisers in the careers services must be to ensure that they respond by providing more and better services for their students. This talk has been aimed at illustrating, if briefly, the extensive, effective and growing range of services available to students in the United Kingdom.

APPLICATION OF 'FOCUSING' TO ADULT CAREER COUNSELLING

Christel Kraft

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Sommaire. Cet exposé traitera du counselling concernant la carrière offert aux hommes et aux femmes qui se trouvent, à l'âge mûr, mécontents de leur rôle actuel. Le counselling concernant la carrière, puisqu'il vise la personne entière, devrait aider le client à découvrir les virtualités cachées de son être qui réclament son attention à cette période de sa vie. Une technique efficace, fondée sur Focusing, ouvrage de M. Eugene T. Gendlin publié en 1978, est proposée à cette fin. Comme elle peut s'apprendre, cette technique constitue un instrument de changement pour la personne qui se trouve placée dans une impasse, prise au piège ou alourdie par des obstacles; elle facilite la prise de conscience du pouvoir créateur et des talents cachés.

Zusammenfassung: Dieser Vortrag befaßt sich mit der Berufsberatung für Männer und Frauen mittleren Alters, die mit ihrer gegenwärtigen Rolle im Berufsleben unzufrieden sind. Die Berufsberatung soll den gesamten Menschen berücksichtigen und dem Ratsuchenden helfen, seine verborgenen Potentiale zu entdecken, die gerade in diesem Lebensabschnitt anerkannt werden wollen. Eine wirkungsvolle Methode stützt sich auf das Buch "Focusing" (Scharf einstellen) von Eugene T. Gendlin. Diese erlernbare Fähigkeit dient jenen Menschen als Werkzeug für den Berufswechsel, die steckengeblieben und eingeengt sind oder zurückgehalten wurden und ermöglicht ihnen, sich ihrer verborgenen Talente und schöpferischen Fähigkeiten bewußt zu werden.

Many men and women in mid-life find themselves dissatisfied with the present role they play. They are dissatisfied with their employment, their roles as housewives, mothers, professional status, etc. Career counselling in applying itself to the whole person can and should help them to increase and to uncover the hidden potentials which clamour for attention at this period in their lives. How can we as counsellors do that?

Various methods and techniques have been and are being used. One of the latest ones which I employ for counselling in general, and in particular for career counselling and career exploration, is based on Gendlin's Focusing (1978). In this book he explains in great detail the technique which he calls focusing. His research of thousands of taped counselling interviews led him and his colleagues to some interesting unexpected findings in terms of successful counselling. They found that the successful client could be picked out fairly easily from the recorded sessions by his/her way of talking. They came to the conclusion that success with these clients was dependent on what these people did inside themselves. The purpose of his book was to explain and show how this inner shift can be accomplished. As he states:

> "... this uncommon skill, this internal act, is useful not only in a psychotherapist's office, it is a way of approaching all life's problems, major or minor, painful or pleasant ... the skill is for everybody in all of life's situations. Among those who know how to use it, it becomes a tool to be used every day ... It will enable you to find and change where your life is stuck, cramped, hemmed in, slowed down. And it will enable you to change – to become more fully the person whom you have felt living inside you but who somehow has never been able to emerge (p. 3 ff.)."

My experimentation with this method has shown that people in counselling sessions as individuals and in group settings can get in touch with those aspects of themselves which, according to the investigations of adult development, have been repressed or buried during earlier life stages. These aspects are those which cause dissatisfaction and frustration in their present life situations. In the process of focusing they can release energies which have been blocked, and they are able to make new and often unfamiliar decisions towards their career exploration and development. I have found this method to be extremely effective in itself, as well as when used in conjunction with other counselling tools, e.g. personality inventories, tests, etc. Clients who have been helped to use this method of focusing have had a clearer understanding of the options that are open for them. As Gendlin (1978) described, the method has been applied and tested in various situations involving resolutions of personal problems, and it has also been applied in relation to business concerns, problem-solving, and creativity. Further research and investigation is being done at the present time.

My own research on the application of focusing to career counselling is still in its experimental stages. I have not found that this is a method that should be used exclusively, but it is useful when applied in conjunction with other counselling techniques and methods. In this way I have found it to be an extremely powerful and effective tool.

One of the reasons why I think focusing can be a valuable counselling tool for mid-life career change lies in the nature of the particular problem which faces many adults during this time. As Jung (Jacobi, 1962) and others (Gould, 1978; Levinson, 1978; Sheehy, 1974) have acknowledged, a shift takes places during mid-life which propells men and women into crisis and potentially into growth. While during the first half of our lives the focus is on outward reality, the second half begins with an initiation into inner reality. Unlived aspects of the personality, hidden potentials, and counterparts of the conscious ego need to be discovered (Jacobi, 1962). The creative depth and energies that are buried during role performances of earlier years need to find new expression (Gould, 1978). Jung (Jacobi, 1962) talks about the shadow side of our being, the anima/animus aspects, the spiritual principle which need to be acknowledged towards the goal of self-realisation. The influx of those hidden aspects of our beingness very often bring with them a state of psychic imbalance – and the role of counsellors is to assist these individuals in their task of removing obstacles to further development of their personalities. This leads to creation of a new balance and a centeredness in their inner strength and creativity.

The method of focusing with its emphasis on "felt sense" and "body shift" assists individuals to get in touch with their inner wisdom which can guide them to deeper insights into various problems they have to face and deal with. The counsellor functions as a facilitator of this process and provides the I-Thou atmosphere, the creative listening presence which is very often the vital requirement for this process to take place.

The six steps of focusing as outlined by Gendlin (1978) can be learned and used by clients and counsellors in various situations. The following six steps are fully explained and described in his book:

(1) Clearing a Space

(2) Feeling for the Problem

(3) Finding the Crux

(4) Labeling

(5) Checking back with the Feeling

(6) Another Round.

Although the process can be broken down into these six steps and learned as such, the actual experience of focusing moves smoothly from one step into the next, without strongly defined boundaries. In a state of relaxation the client pays attention to the special part of his/her body, where feelings of sadness, anger or fear are located, and allows the body to present a sensation of the particular problem which needs to be dealt with. It is important not to go inside the feeling which comes up, but to stand back and let this and other feelings present themselves. The client is instructed to feel "all of that" without allowing him/herself to drown in these feelings and/or start intellectualizing. The body will come up with one particular new feeling sensation which it communicates either through visual images or new and different words. An inner shift takes place at this point, and the client is instructed to go with it, allow it to change again, and feel what is new in it. The counsellor becomes a listening presence and allows the client to go through several shifts till the facial and bodily expression signals a releasing shift which will take place after a few minutes. The body has communicated something new in the experience of the client and words and images will be there to capture this new insight which now can be utilized for further explorations. Unknown aspects of a given problem come into awareness and the client is now able to deal with these real issues in a more creative and productive manner.

As I have tried to relate focusing to career counselling, I have found it valuable in the following situations:

– The client is confused because there are too many problems facing him at once, and he is totally helpless in dealing with any one of them. Focusing guides him towards the issue that is most important now, and attention is paid to this one particular aspect of his experience before going on to the next relevant issues.

– If the problem which comes up is not career related, it needs to be dealt with before any next steps can be taken. Focusing can aid in this exploration and solving of the issues involved.

– Career related questions of What, Where, How, etc., questions in terms of courses that have to be taken, actions to get into, can be explored in focusing.

– In the area of job search, focusing helps to find the real sensations and implications of the individual situation, which in turn leads to other methods of career counselling.

– In preparing clients for job interviews it is important to locate areas of fears and tenseness in the client. Focusing can be instrumental in this before other methods are used.

– Dealing with questions about job change can lead to unexpected new insights when focusing is used. Checking what the body really wants and needs can reveal a need for additional activities, leisure time activities, rest, or a totally different area in one's life that needs to be dealt with.

Video tapes of my counselling use of this procedure have allowed much in-depth study of its application. This methodology will also allow collaborative study of its possible uses and applications, as well as needed modifications for a variety of career counselling settings.

The experiential application of focusing has led many participants into a beneficial learning experience which they have wanted to explore further. Perhaps, even, one particular use of the method will be with counsellors themselves in workshops.

Discussions with counsellors are encouraging because they show the growing interest of persons in using this method. They point out their need for further and more detailed instruction and experimentation in and with this technique, however, before they would be confident enough to use it with their clients.

Some reluctance to its use is based on the time and place limitations currently prevailing in some centers, although counsellors and others have envisioned many possible adaptations and uses with which they hope to experiment.

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LIFE SKILLS TRAINING IN THE WESTBRAN WORK ACTIVITY PROJECT

D. W. Wark and Gwen Shelvey

Westbran Work Activity Project
Brandon, Man., Canada

Sommaire Le Westbran Work Activity Project est un programme d'expérience de travail visant à aider ceux qui ont de la difficulté à trouver et à conserver un emploi. L'expérience nous a appris que cet échec est attribuable à de nombreuses et diverses raisons. Bien souvent, le problème n'est pas l'incapacité de travailler, mais plutôt de faire face aux exigences de la vie quotidienne. Le projet Westbran a accordé une place prédominante au développement des connaissances pratiques afin de rendre les travailleurs aptes à se débrouiller dans la vie.

Zusammenfassung Das Arbeitstrainingsprojekt "Westbran" (Westbran Work Activity Project) dient der Ausbildung von Personen, die Schwierigkeiten haben, Arbeitsstellen zu finden bzw. zu behalten. Die Erfahrung lehrt, daß es viele verschiedene Gründe gibt, warum manche Menschen im Arbeitsleben keinen Erfolg haben. Oft liegt es nicht an ihrer Arbeitsunfähigkeit, sondern an ihrer Unfähigkeit, mit dem täglichen Leben fertigzuwerden. Lebenskundlicher Unterricht ist ein wesentlicher Bestandteil des "Westbran"-Projekts und soll die im täglichen Leben notwendigen Fähigkeiten vermitteln.

PART 1 — D. W. Wark

In 1968, the Federal Department of Health and Welfare made provision for a Work Activity Program (as part of the Canada Assistance Plan) to provide an opportunity for people receiving social assistance, and those who are likely to require social assistance, with an opportunity for employment. These people are "unemployable" due to one or more of the following reasons:

1. Unsatisfactory work history
2. Lack of vocational skills
3. Low literacy level
4. Low level of Life Skills

5. Personal problems

They may have applied for work many times without success or may have been let go from many jobs due to unsatisfactory work performance. This continual failure pattern adds to their problems and feelings of unworthiness, making it impossible for them to compete in the modern industrial labour market.

Traditionally, because of economic thinking, we have tended to believe that all the ills of our society are economically based. As a result, emphasis has been placed on job creation, industrial and economic development, and incentives to industry. Economic development programs are necessary and good but, without social development programs, they in themselves will not solve the problems of unemployment and underemployment. Experience has also shown that while re-training programs are necessary, they in themselves are not sufficient to meet the needs of some people.

It was with the foregoing thoughts in mind that the Westbran Work Activity Project was proposed and came into being in September of 1973. It is the intent of Westbran to change this situation by providing a program of individually oriented practical work experience and classroom training.

Emphasis at Westbran is on work training based on the hypothesis that good work skills (habits) are readily transferable to immediate job situations, as well as improvement of academic qualifications leading to job placement in the future.

To provide such a work base, it was decided to build a park along the Assiniboine River in the city of Brandon.

It is the objective of Westbran to upgrade people's work skills to enable them to:

1. be competitive on the labour market;

2. further develop their vocational skills by utilizing vocational training programs offered by the Canada Employment and Immigration Centres and other traditional training institutions that they were unable to utilize, prior to their experience at Westbran; and

3. be able to live their lives in a more managed way.

Westbran's primary objective is human development; the secondary objective is the development of a park that will remain as a legacy to South Western Manitoba for generations to come.

The Westbran Work Activity Project is jointly sponsored by three levels of government. The Federal and Provincial Governments cost share training allowances and administration of the Project on a 50-50 basis. The City of Brandon provides the funds for capital expenditures such as building materials.

HUMAN DEVELOPMENT PROGRAM

Our present Human Development Program has six main components to it and we are capable of delivering one or all components, or any combination of them. They are:

1. Counseling
2. Work Assessment
3. Work Experience and Employment Preparation
4. Educational Exposure and Assessment
5. Basic Literacy
6. Life Skills

1. Counseling

Each person at Westbran is assigned to a counselor. The counselor helps individuals set goals and helps them with everyday problem solving. The counselors evaluate each individual's performance in conjunction with the work foreman, and then interprets the evaluations to the participants and assists them in understanding the implications of their performance. The counselor acts as a Change Agent.

2. Work Assessment

Involves assessing individuals in their work habits, attitudes, work performance and social skills. This may include assessing a person's skills in specific areas, for example, degree of efficiency in carpentry.

3. Work Experience and Employment Preparation

All work areas provide a realistic work experience and environment for the participant. Short courses or mini-labs are conducted to teach Job Search Skills. Here they learn how to complete application forms, how to conduct themselves in a job interview, what rights an employer/employee have and the expectations employers have.

4. Educational Exposure and Assessment

This part of our Program is offered through the co-operation of the Assiniboine Community College. The intent is to expose the participants to an academic setting and observe how well they adjust to it. Their level of academic functioning is measured at the beginning of the Program and again after four weeks. From this, the person is better able to determine if further academic training is desirable and realistic. The Program is very helpful in the vocational choice process.

5. Basic Literacy

Is for people whose lack of formal education hinders their ability to take advantage of our other programs. There is no set period of time that a person may spend in Basic Literacy. The purpose is to increase their ability to understand the written word.

6. Life Skills

Is a very integral and important part of the Westbran Human Development Program and will be dealt with in more detail later on.

These programs are supplemented with such additional programs as alcoholism, nutrition, personal grooming, hygiene, driver education and job search.

We try to meet the individual's needs and to do this we utilize whatever resources we have within the Westbran Project or within the community at large. We are not reluctant to call on outside resources, when they have services our Participants can benefit from.

WORK EXPOSURES

1. Office Area

Operating the switchboard and performing receptionist duties. Operating office machines such as the gestetner, photocopier, etc.; Office Practices and Procedures including basic English instruction, appropriate office dress, appearance and behaviour. Typing lessons and practical work.

2. Caretaking (Janitorial)

The physical care of the main building, including the operation of commercial vacuum cleaners and floor polisher; the proper use of cleaning chemicals and materials; learning to organize their work according to time and location.

3. Carpentry

Instruction in the use of power tools and hand tools and in their care and maintenance. Instruction on various types of wood and building materials. Practical experiences include complete construction of buildings from the concrete footings to interior finishing. Manufacturing picnic tables and park furniture.

4. Mechanics

Located in a two bay shop where all maintenance and repair work is carried out from hand lawn mowers to a caterpillar tractor.

5. Heavy Equipment

Practical experience includes driving dump trucks, farm tractors, and earth moving machines. Instruction includes: worker safety and the proper maintenance and use of the equipment.

6. Park Development and Maintenance

This area includes: landscaping, building trails, planting and pruning of trees, care of tree nursery and greenhouse. Also, the daily maintenance of picnic shelters, washrooms and recreational facilities.

7. Sign Shop

All signs for the parks are made here. They are made by routing, lettering with paints or silk screening.

8. Coffee Shop

Prepares light lunches and simple meals for noon meal; provides coffee and snacks for coffee breaks.

9. Community Based Work Experiences

We rely on industry to provide work experiences that we do not have available at Westbran or to provide additional work experience for people who are nearing the end of their stay at Westbran. This includes: day care centres, secretarial pools, retail stores, warehouses and service stations. The Canadian Armed Forces Base at Camp Shilo has made itself available on a regular ongoing basis to provide additional work experience for Westbran participants.

PART 2 – Gwen Shelvey

I surely can identify with the participant who wrote me an evaluation one day and said, "As soon as I hear my name, I feel my throat fall on the floor".

Or, the girl one day who said she would like to "leave her emotions to rest" and not be "afraid to say something wrong!" Now, that's a frame of reference I can really identify with – here and now!

The original Life Skills groups at Westbran consisted of 12–15 people for a one week session every fifth week. The reason was that there were too many people on the Project to process in Life Skills all at once, and the Project wanted all to have exposure to the Life Skills program; so this was our solution to the problem. Going back over my files, I noticed that most of the original participants were on the Project for almost one year and returned to Life Skills approximately eight times.

Now, the Vocational Counsellor prefers to have approximately four to six weeks assessment of the participant on the work crews of the Project before they enter the Life Skills program. This gives the counsellor a chance to identify the needs of the participant in, for example, the areas affecting job functioning such as alcohol and/or drugs, their learning capacity, their social skills and relationships with others, their motivation level and their self image or level of self-confidence. As well, it gives the participant time to settle into the Project, become familiar with the Project's expectations and perhaps time to develop an awareness of his/her own needs areas.

Our Project has chosen to conduct Life Skills for four consecutive weeks from 8:30 to 12:00 and from 1:00 to 4:00, approximately, depending on the group and the problem or issue at hand! Some Projects conduct Life Skills for half days, and the Coach or Counsellor works on the job site along with the participants, monitoring and coaching appropriate problem solving behaviour throughout the day.

Other Projects conduct small group sessions as needs arise.

The only drawback or concern for these methods is the relatively short length of time many of the participants are on the Project.

At Westbran, we have found most people are terrified about entering another "school" setting, another "failure" situation and are reluctant to attend. However, once they begin Life Skills, they find it very different from school and find it directly relates to their everyday life situations and needs, as we have very few dropping out of the program.

I find most groups' attention span covers four weeks. I have conducted groups successfully for five weeks, but feel that after that length of time, the participants need to go out on the work crews to actually put their skills into practice or use.

Some groups want to go on and on, but I find it more relevant if they leave the security of the group and actually are faced with life situations which they must deal with. It makes them acutely aware of their level of positive development as well as their lows – their areas of need to be further developed.

Not all like Life Skills or attend willingly! In response to the question "Why are you here?" some have been known to respond with such devastating comments (devastating to the Coach, that is) as, "It's a routine procedure of Westbran", or "I had no choice", or the one I received in January, "Well, it beats working outside!"

Although, we do not work with the severely physically handicapped, we believe that being socially handicapped can be as crippling as a physical handicap.

One of Doug's philosophies which has meant so much to me is:

> Give a man a fish
> and you feed him for a day.
> Teach a man to fish
> and you feed him for life.

Another philosophy which directly relates to Life Skills is:

> I hear and I forget.
> I see and I remember.
> I do and I understand.

One of the truisms of Life Skills is that learning starts at the learner's current level of functioning.

Life Skills on the Westbran Project follows very closely the original Life Skills philosophy and format, as developed by the Saskatchewan NewStart Program. They developed learning skills around five tracks: The Self, Family, Community, Job and Leisure.

Over the years, I have experimented by deviating from the course outline, but have reverted to it because I firmly believe the lessons are directly comprehensible to our participant level of need and functioning. I have found more tangible, specific learning takes place by following its guidelines.

Even though the average age of the participant has dropped to approximately age twenty, the basic lessons covering self, family and leisure continue to meet their need.

In a four week session of Life Skills, approximately 2½ weeks are spent dealing with the SELF Track, identifying and examining assumptions about oneself and trying to develop a healthy self concept or image.

One of the most difficult tasks I ask the group to accomplish is to write ten positive things about themselves. In one quarter of the time they can ream off ten negative things.

A poor self image is one of the major problems faced by participants. One of our older girls said, "When I came to Westbran, I didn't have the courage to walk into the Coffee Shop. I used to eat my lunch outside." That was mid to late October. I don't know about here, but in Manitoba it can be COLD! In response to the question: "Why are you here?", almost everyone replies, "To develop or build more self confidence."

Several days are spent on Problem Solving. Lack of problem solving skills really complicates the lives of the participant. We find that poor problem solving skills are directly related to the participants lack of skill in asking fact finding questions and their inability to make decisions. One of the comments heard most often in Life Skills is, "I learned I wasn't the only one with problems!" Most of us mask our concerns and hide our problems, but even if we ignore them, they still are not likely to go away, and the longer a problem remains unsolved, the more difficult or complicated it may become. The next step, then, should be to solve it. Sounds good, even easy, but in fact it is not the process followed by the majority of our participants! Once during a problem solving session, I asked the participants to write down their problems - thinking perhaps this little bit of anonymity and privacy might be the least stressful way to handle this business!

All was fine until the first reply was returned. It read, "I haven't got any problems at the moment, but if I get one or two, I will share these problems with you."

So very often the stated problem is not the actual problem. An example is the time one of our girls described her problem situation as stated in Goal 1 of the Problem Solving Process as, "I have a drinking problem." After answering the five W's - who, what, where, when and why questions in Goal 1, she was able to redefine her problem not as a drinking problem but as, "Nothing constructive to do in her leisure time." In choosing a solution in Goal III, the group brainstormed many ideas combined with her interests and she was able to apply a solution, as stated in Goal IV, and to fill her evenings and weekends with constructive and pleasurable tasks and events.

Upon evaluating the results as required in Goal V of the Problem Solving Process, she was able to compare the results of productive, active leisure time with her original statement.

After struggling through a problem solving session with one group, one precious participant wrote "I feel I could handle all problems in the most mannered way. It's not what you say, it's how you say it and when that's important!" I firmly believe that person will do just fine!!

When the need is identified, we have run a mini-lab on the Family Track, family living skills. God blessed us with only one child (now sixteen) so I'm not sure that qualifies me as any kind of expert, but I have read a lot on the subject and have become quite opinionated!

I heard just recently that seven babies die each day in the United States because of beatings. Child abuse is horrible and an ever increasing problem. I would like to tell you about Chris.

It was suspected that perhaps child abuse was a pattern of behaviour in Chris' family – so nothing to do but run a mini-lab on "The Family". During the course of conversation, Chris questioned what to do if a child continues to annoy you for no reason. It was decided that the next time preschool #1 son "annoyed", Chris would, after one warning, physically carry his son "gently" to his bedroom, place him in the centre of the bed for five minutes, then let him come out. This is how the sequence went – let your imaginations go and picture this.

Chris comfortably settles himself before the television and begins watching a very exciting hockey game. Number one son asks for a drink of water, Chris gets it, son drinks a quarter glass and puts it down. Chris angers – says nothing. Again Chris settles in and becomes engrossed in the game. Number one son interrupts and asks for a glass of water. Chris is annoyed – suggests to his son that just maybe he'd better really need this glass of water. Chris gets the water, but warns son if he continues to pester, he'll be put in his room. Son drinks one gulp and places the glass on the table. By this time, Chris is "burning" – but returns to the T.V. Within five minutes, number one son asks for another glass of water – just at a crucial game moment. Now, Chris is ANGRY – BUT remembers the solution from Life Skills class! Picks up number one son, puts him in his bedroom with a clock, points out hands and time to son and warned him not to come out until the big hand moved five minutes AND not to make any noise either! Chris related how very quiet everything was, and after five minutes, number one son appeared – runs up to daddy, throws his arms around his neck and asks for a drink of water!

I was afraid to ask – "What then" – but I had to! Chris replied, "It was okay, because I think all he wanted was attention!"

In the Family Session, we cover parental responsibility, children's needs, the need for discipline and viewing discipline as a necessary part of a loving relationship, the need for a night out, the responsibility of choosing babysitters carefully, use of the Toy Lending Library, part-time nursery school and the Public Library for mind stimulation, the importance of communication and the importance of remaining clear, consistent and cool.

Included in the "Family" track is Budgeting. Budgeting is a neat track – and so very, very necessary. The participants on the Project receive a training allowance which range begins at $2.40 an hour or $360.00 a month, to $2.80 an hour or

$420.00 a month after eight months. The training allowance is increased every two months if it is merited by the participant. An evaluation is done by the counsellor and the crew foreman assessing work habits and attitudes, job performance and social skills.

Renting and room and board are very expensive and hard to come by in Brandon. It is not unusual to hear people quote $200.00 a month for board and room or $180.00 a month for a very small suite. Therefore, budgeting becomes a necessity for survival! Stubborness helps also! One girl who has just mastered a budget came out with this statement just the other day: "Be realistic – if you can't afford it, don't buy it." Sounds good but not such easy advice to follow for some.

Always a valuable exercise to conduct is a food survey. We begin by listing items purchased most by participants. It's really surprising the foods they are unaware of and have never tasted, such as cauliflower, nectarines, brussel sprouts. Anyway, we then divide,the group into pairs and survey perhaps four large stores plus one small corner store. The results aptly expressed by one food surveyor – "The difference in prices of the exact same produce in different stores is shocking!"

One fellow I was paired off with I will never forget. I was both heartbroken and amazed by his coping skills. I noticed when we entered the store he followed a distance behind me, poking at this and that on the shelves, not saying much. Me, well, I babbled and trudged onward to the first food section and he kept poking and looking at things rather detachedly. THEN I got wise (actually I finally remembered); Ed was illiterate and purchased his food by pictures on the labels!

That's another reason why Westbran provides a nutritious noon hour meal – it just is possible that it is the only balanced meal they get all day.

I give the budgeters a quiz called the A. B. C.'s of Nutrition. What it is, in fact, is a piece of paper with all the letters of the alphabet and after each letter they are to write the name of a food. EASY you say? What about the letters U and X? Hmm? My budgeters weren't stumped – one wrote for U, a rare delicacy, unicorn meat with unbaked potatoe, and for X another wrote X-Lax!

There's so much to learn – and they really do try hard to teach me! Part of the budgeting class involves tours of our three Community Self-Help stores. Someone always buys something before we leave! There are many films and games directly related to budgeting and I use them to their full advantage.

The Job Search is the track I enjoyed most of all because I believe it is so vitally necessary for our people.

So many come to class the first morning so sure they have nothing to offer an employer; however, that train of thought sure doesn't last long!

Most participants involved in the Job search program have been on the Project at least six months and have acquired several saleable skills – skills they are not even aware of. Being punctual, reliable, honest, willing to work, quick to learn, are all qualities employers are interested in. Equipment they have learned to operate while on the Project also may be listed on application forms.

Approximately one week is spent entirely on job interviews, one of the greatest needs areas. Because of the tightness of the economy, jobs are hard to come by and the way our participants present themselves is vital. The participant actually writes letters of application, fills in application forms, writes résumes and applies in person for jobs after he/she has completed the program. The counsellors act as coaches and give support and direction to the participant during the search.

The Community Track of Life Skills often involves learning to use the Brandon Transit System and includes tours to places of interest in the Community. Tours include such places as the Community College, a metal fabrication plant, an electronics plant, the Hydro thermal generating station, a seed plant, our radio and television station and the University. One tour actually took us to a funeral home. It really was a blessing in disguise, because three days after the tour one of the participant's parents died and the participant related after how much easier the situation was handled when she knew what to expect. The tour of the University is always successful. One of the labs we tour is the classroom used by nurses-in-training so there are lifesize models of every conceivable body part plus a few pickled parts! The University also has a museum specializing in Canadian wildlife and many are able to identify [illegible] birds and animals.

Tours give me an opportunity to evaluate the group use of skills practised throughout the month. I believe tours are a very valuable learning tool. They give me great headaches because I am always anxious about what they might get into or break — they are so curious and sometimes so clumsy!

Personal Hygiene, Family Planning and Venereal Disease are sessions conducted by the Public Health Nurses from the Department of Health and Community Services. Their presence and presentation provide a change of pace for the participants and a break for the Coach. I often supplement their talks with some extra information if the groups are curious and request additional time on a subject.

One evaluation which I have kept hidden, for fear of misinterpretation (by my husband or the Project Manager) reads: "I really like Life Skills ... the sex was good." I know what that meant!

Alcohol and drugs continue to be major problems for our participants. Life Skills used to be responsible for conducting the Alcoholism Education Program at Westbran, but now it is being conducted through the Education Program.

Driver Education was a program that I delivered at one time and thoroughly enjoyed – it was transferred over to our educational staff person so that I might have more time specifically in life skills, not because I had an accident or anything that dramatic. Holding a valid driver's licence could make the difference between being the successful job applicant or not.

The participant is responsible to achieve the written test with the help of classroom training. The road training segment is contracted out, and the participant is subsidized by Westbran. Several have successfully received their driver's licenses through this program.

Not mentioned previously, but a vital part of Life Skills, is the video tape recording unit. The V.T.R. is used extensively during group sessions. It is a very powerful training and learning tool. Participants often see for the first time how others see them! Most people hate it! I get such winsome comments as "V.T.R. ... breaks me out in a sweat" or "V.T.R. should be voluntary only". In response to the question, what would you change? "I wouldn't use the V.T.R."

The Video Tape Recorder is used to analyze the participants involvement during the lesson skill-practice and application phases. I also use it in the objective and stimulus stages of the lesson to monitor my own lesson presentation, tone of voice and my coaching vs. directing techniques.

To many, the V.T.R. has a profound, positive impact on them. Their appearance shapes up, their posture improves and their tone of voice becomes moderated - from bossy to questioning, from a high pitch down a decibel or two, from whining to direct questioning.

Excellent learning and change takes place when a group receives a role-play presentation on, say, an interview with the landlord, or the police, or an employer. It gives the participant a chance to see how "skillful" alternative approaches may be the "better resource" in angry or frustrating circumstances. No doubt, it has a definite role to play as a change agent in the Life Skills Program - even if it does make one "sweat"!

Every four weeks, the foremen complete an evaluation of participants on their crews. Outside the classroom setting the crew foremen carefully monitor and record the work habits and attitudes, job performance, social skills and relationships and factors relating to success in employment. Work habits and attitudes covers: attendance, punctuality - in the morning as well as from work breaks, dependability, attitude to work, flexibility and learning capacity. We often find the participant very threatened by new tasks or new work areas and many cannot do more than one thing at a time. An example would be - changing the oil in a truck AND checking the tire pressure at the same time. The fear of failure or of making a mistake and being found stupid and dumb has a real stifling effect on them. I have found that they are convinced their level of potential is directly related and equal to the grade level achieved at school. So much work has to be done on the self image!

As the foremen assess job performance, they assess the quality and quantity of work performed and initiative used by the participant. The quality varies. When a person does not feel good about him/herself, how can he/she do good work? For quality and quantity, the Project's objective is to meet standards recognizable by employers in the Community. Initiative is harder to explain than to evaluate.

I use the analogy: If your partner leaves a jack on the floor after repairing a tire, do you trip over it three times, then pick it up and throw it at him, or do you "just-put-it-away"? Do you wipe your greasy hands before working on clean wrenches so your hands don't skip, or do you get everything messed up?

Proverbs Ch. 3 – V. 21 says we should have "... two goals: wisdom, that is, knowing and doing right – and common sense". I'll bet the foremen often wonder where the lineup is for the participants to receive those!

Another area evaluated is social skills and relationships, directly relating to the participant's interaction with co-workers and staff. It is expected that those returning from a Life Skills session will use the skills practised; example, greeting new crew members and participants by showing them "the ropes" and making them feel at ease – (from the lesson Meeting One Another). From the lesson Identifying Assumptions, it is expected the participant would ask as many fact finding questions as possible before operating equipment or before leaving the shop poorly prepared for tasks required. Their listening skills are continually being tested.

So many lack social skills - most need HUMAN SOCIAL CONTACT - some sure don't! Anyhow, some come to work at 7:30 in the moring - the doors don't open until 7:45. Some will sit silently in my office or classroom as I putter away preparing for the day's activities. They need to be needed; they need the stability of consistent, firm, fair, non-judgemental, accepting adults, and I believe Westbran staff offers this.

I know four letter words are questionable, BUT, I believe when dealing with our people, they need lots of them - words like LOVE, CARE, HELP, GIVE, FEEL - UNDERSTAND. That's a "double four" plus two letter word!! As part of the Human Development package of Westbran, those are expectations of the staff.

Other factors evaluated include: Does the worker stay on the job: Are they achievement oriented? Do they concentrate on tasks assigned and are they safe to work with? Manual dexterity is a necessary skill for both the participant and the foreman. I remember one fellow chasing his foreman with an axe because he was fed up with chopping willows along the riverbank and didn't like the foreman "pushing" him.

The ability to follow and comprehend instructions is a frustrating area for the foremen. Almost everyone given instruction must be "checked out". Too often a participant will smile and nod a lot (they learn that in Life Skills, it's called supporting!). To the foreman's dismay, the participant hasn't understood a thing he has said! There aren't any totally bald foremen on the Project but there sure is a lot of curly grey hair!

Energy output for work is often low, real low. For horseplay, late movies and pubbing, it is amazing how that energy level can be revitalized! Actually the majority of the participants eat poorly, exercise little and watch too many late movies.

Appearance is always a hot topic for discussion and evaluation on the Project. Some look neat, no matter what they wear. Others, well – others are taken to the showers and handed our emergency measures kit.

The ability to trust expands as the participant develops self awareness and an understanding and concern for others.

Response to authority is another area for assessment foremen often struggle with. With some participants there is no problem; with others, unless there is a change in their attitude, behavioural change is not likely to happen and so very often, our people just don't like to be "told".

It's these people who make Work Activity Projects and Life Skills programs so very necessary. Remembering the Project objective:

> "to develop in people the self confidence and will to become skillfully self-sufficient contributing members in their families and communities"

... makes it all worth-while!

I'm not sure you are aware of it, but it seems Life Skills coaches get very few rewards, BUT the absolute privilege and honor to have been invited to share our "Loves" – the Project and Life Skills – with you has to be the ultimate reward of rewards!

BROKERING AND ITS APPLICATION TO EMPLOYMENT COUNSELLING

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Sommaire: Les fonctions, origines, aspects financiers et organisationnels du système de "brokering en formation" américaine sont examinés. En sa qualité d'intermédiaire, le "courtier en formation" aide directement le client à choisir et à réaliser un objectif professionnel. L'exposé esquisse un modèle d'une agence de "brokering en formation" adaptée au Canada. Les fonctions de cette agence consisteraient à répertorier, à coordonner l'information professionnelle et relative à l'emploi et à acheminer des renseignements vers des agences, établissements et organismes. Cette agence pourrait en outre fournir aux organismes locaux, régionaux, provinciaux et fédéraux des renseignements de la formation et des publications faisant état des plus récentes découvertes.

Zusammenfassung: Entstehung, Funktionen, organisatorische und finanzielle Aspekte des amerikanischen "Bildungsmakler"-Systems werden besprochen. In seiner Eigenschaft als Vermittler hilft der "Bildungsmakler" dem Ratsuchenden unmittelbar, seine Berufsziele zu identifizieren und zu erreichen. Der Vortrag beschreibt das Modell einer kanadischen "Berufsmakler-Agentur", die Berufsinformationen erfassen und zusammenstellen, koordinieren und an Behörden, Bildungsstätten und Organisationen weiterleiten würde. Eine derartige Agentur könnte Organisationen auf Kommunal-, Regional-, Provinz- und Bundesebene mit Informationen, Training und Veröffentlichungen versorgen.

INTRODUCTION

North American educational institutions have traditionally served as major vehicles for the transmission of cultural norms, values and expectations to the youth of society (Leslie, Larson, Gorman, 1973). In response to this acculturation function, educational instruction has been offered as a means of preparing youth for the employment roles and responsibilities which they will be expected to assume as adults. If educational institutions are to work towards this challenging responsibility, they are obliged to evaluate, modify and develop new services and programs which will simultaneously address these intentions and the demands of the current social mosaic.

The character of Canadian society has undergone extensive metamorphosis in the last century. Instruction in literacy and general knowledge skills will continue to remain cogent to successful social adjustment and accommodation; however, the second-order effects arising from a highly developed urban and technological society have resulted in additional responsibilities for our educational systems. The demand for a technologically oriented labour force is just one of the major consequences which has ensued from this social transformation (Bauer, 1966).

In recognition of this transformation and a resultant labour market demand for applied technological training, the Province of Ontario was moved in 1965 to establish a provincial system of post-secondary Colleges of Applied Arts and Technology.(1) The Colleges were conceived as an alternative to university education and were designed to address the mutual employment and labour interests of students and employers. The decentralized, community emphasis of these Colleges resulted in the creation of a "Community College" which would serve as a community and regional resource for many individuals, employers, agencies and services.

Consistent with this founding mandate, and as a member of this system of Colleges of Applied Arts and Technology, Niagara College has placed a high priority upon the development of services and programs which will enhance the employment opportunities and needs of the students, residents and employers of the Region of Niagara. In this interface with the community, the College has attempted to implement services and programs which will directly and indirectly serve the career needs of the residents and employers of the Region.

Pursuant to this interest, Niagara College sought and received the assistance of the Counselling Foundation of Canada in order to determine how the College could most effectively expand its career counselling services to the adults of the Region. To ascertain how his could be achieved most effectively, the College initiated a study to identify:

(a) the present sources of career services in the Region,

(b) the career needs of clients and employed workers of the Region as perceived by social agencies and employers, and

(c) the extent and nature of existing human resource development programs in Canada and elsewhere.

These results would provide the College with a knowledge of existing career service programs. These findings might then suggest future directions for the development of career counselling services both for the College and other Canadian educational institutions.

Niagara College's Identification of Brokering Services

In an attempt to determine the nature of existing human resource development programs in Canada and elsewhere, national American data banks (ERIC) were searched. In addition, Canadian institutions, agencies and corporations were consulted and asked to provide any information pertaining to the career needs of the employed worker.

The content of the responses to this enquiry was diverse. It reflected the range of topics which are typically discussed and applied to the field of career and employment counselling. Noteworthy in many of the replies was a trend by some employers to provide for employee educational opportunities. These opportunities ranged from "in-house" programs to provisions which would encourage employee enrolment in traditional and non-traditional educational institution programs outside the confines of the work establishment.(2) This trend to provide continuing adult education opportunities was followed up by Niagara College, and subsequently resulted in a referral to the National Center for Educational Brokering in Syracuse, New York, U.S.A.

Review of the American Educational Brokering System

Derived from the French word "broquier", meaning "to broach", the term "broker" refers to an individual or agency which acts as a negotiator or intermediary between individuals in their interpersonal or business interactions. The "educational broker" assists people in their attempts to identify educational and career goals, and then "connects" them with the educational resources which will assist them in the attainment of these goals. The need for this educational brokering function became apparent in the late 1960s and early 1970s in response to the growing numbers of "non-traditional" adult learners who were beginning to demonstrate an interest in continuing adult education programs. These educational endeavours were seen as a means of achieving their personal and/or career goals.

The profiles of these new non-traditional adult learners were found to be different from those evidenced in the younger, more traditional 16—24 year old college population. The counselling service needs of this new population were somewhat different to those of the more traditional learner, yet it was found that fewer than 10% of surveyed American educational institutions provided distinct counselling and advisory services for this new population (Cross, Valley, 1974). Krings (1976) suggested the following service needs for the non-traditional adult learner:

1. The service structure must be available, publicized and specifically directed to non-traditional learners.

2. The service structure must have the resources to deal effectively with personal considerations such as lack of confidence, lack of educational background and/or study skills, and unrealistic expectations.

3. The system must provide support, orientation and information to the adult learner.

The concept of "educational brokering" took root in response to these specialized personal and service needs of the adult learner. Educational "brokers" were conceived to act as intermediaries or "go-betweens" connecting adult learners to the available educational resources which could potentially address the career and personal goals identified by the adult.

The educational broker is typically concerned with the resolution of four client objectives (Heffernan, Macy, Vickers, 1976).

1. Client goal identification and definition through personal assessment, value clarification, occupational exploration and long-term planning by the client.

2. Setting objectives for further education by facilitating the client's choice of appropriate educational or certification programs. The broker must determine whether formal or alternative kinds of learning experiences would be most responsive to the client's goals.

3. Guiding adults in the selection of learning experiences which will facilitate the achievement of these desired goals.

4. Assisting the adult to gain access to learning opportunities by providing admission and financial information. Similarly, the broker would also assist the client in obtaining educational credits which would recognize previous "life experiences".

The brokering agency would achieve these objectives by performing five "core functions" (Heffernan, 1979). These include information facilitation, counselling, referral, outreach and client advocacy functions.

To perform these functions, brokering agencies must be equipped with staff who are capable of counselling and evaluating career alternatives with clients; utilizing assessment techniques; seeking and obtaining information on all educational, occupational, manpower, social, business and industrial programs; and finally, assisting clients with the process of presenting appropriate documentation which might lead to educational credits for previous life experiences. In acting in the role of informal client advocate, brokering staff must be acquainted with key educational personnel and institutional procedures.

The applied functions of the broker suggest that the agency must be community-oriented and must be able to expand its resource base in response to specific client needs. The broker, as an intermediary purveyor of information, must rely on the educational, manpower, mental health, commercial trade school and government contacts in order to provide a knowledgeable and efficient brokering service.

Organizational Setting of Brokering Services

American brokering agencies exist at the State and Federal levels. In 1979, a national survey sponsored by the National Centre for Educational Brokering (NCEB), identified over 300 brokering-type services in the United States (Heffernan, 1979). A review of these services indicated that the organizational structures and affiliations of these agencies were varied and diverse.

The results of the NCEB survey indicate that:

> "The sponsors and organizational settings for educational brokering ... include community services agencies, and churches. More educational institutions and consortium arrangements are now the sites of neutral brokering services. There are approximately 131 brokering programs which are sponsored by single independent community agents. About 47 of these are incorporated organizations whose exclusive function is to provide counselling and information. Another 87 are multipurpose community agencies or cultural, ethnic or religous organizations which offer brokering services as one of several other activities.
>
> "Brokering programs are also sponsored by approximately seven coalitions of several different organizations which include libraries, women's centres and community action groups and about 10 miscellaneous groups such as city or county governments and school districts.

> "The most notable increase in sponsorship of brokering activities is in post-secondary institutions."
>
> (Heffernan, 1979, p. 1-2).

These results reflect the tremendous organizational flexibility which can be used for the transmission of educational and career information. Furthermore, some brokering agencies are independently based, while others are affiliated with parent institutions. Heffernan et al (1976) suggests that a "free-standing", independent or unaffiliated broker is desirable since this brokering agency is freed from the vested interests and pressures of a "parent" institution.

Final resolution of the affiliation or non-affiliation may ultimately depend upon the brokering agency's source of funding.

The interests of these varied and diverse agencies are amalgamated and represented on the federal level by the National Center for Educational Brokering located in Syracuse, and the National Institute for Work and Learning located in Washington, D.C. Cumulatively, these national organizations provide technical assistance, publications, public policy studies and recommendations on all aspects of educational brokering.

Funding

American educational brokering agencies as a whole are characterized by a diversity in their organizational and financial arrangements. This diversity is in part a reflection of the varied intentions of the broker (e.g. to be a free-standing broker or to be affiliated with a sponsor), the age of the agency, phase of the agency (e.g. developmental phase, maintenance phase) and the type of staffing arrangements (part-time, full-time, seconded staff from the parent affiliate).

Notwithstanding this variance, Heffernan et al (1976) identified a typical financial profile for brokering agencies. The profile suggests that the initial "start-up" or "development" period and the transition to a long-term "maintenance" phase are the two periods of greatest financial vulnerability. Further,

> "a new program especially a new institution mounting new brokering functions, needs at least three years to test the value and feasibility of its service."
>
> (Heffernan, 1976, p. 54)

The most common sources of funding during this developmental period have been foundations, state governments and university institutions. It is during this establishment period that the search for more long-term sources of funding must be initiated.

Termination of the developmental phase is marked by a transition to secured long-term sources of funding. Failure to secure these resources will either result in termination of the service or a change in staffing, organizational setting or alteration of some aspect of the operation. Potential sources of long-term funding are three-fold:

1. fees from individuals served;
2. revenue from contracts with institutions; and,
3. annual payments from state and/or local budgets.

Revenue from contracts and annual payments from government agencies represent the two most common sources of support for American brokering agencies.

It is difficult to determine the financial costs which are associated with the operation of a brokering agency. The size, location and varied organizational and staffing arrangement of these agencies suggest that generalized budget estimates can be misleading.

A Critical Review of the Educational Brokering Model

The intermediary, community outreach aspect of brokering suggests that this is a service delivery model which has the ability to address many of the educational and career needs of an adult population. In order to effectively and efficiently fulfill this role, it is imperative that the brokering agency, regardless of affiliate or independent status, retain open and on-going communications with community agencies, institutions and programs. Both the brokering agency and the client would be short-changed of essential information if these sources were overlooked or outdated. Clearly, the interests of a potentially vulnerable clientele are best served through a responsible, unbiased service.

The brokering agency is plagued with the need to establish a permanent financial base. The financial histories of existing brokering agencies suggest that there is a low probability of establishing a secure, long-term funding base at the outset of the service. The minimal job security which accompanies this period of instability may affect the agencies' ability to obtain and retain highly qualified employees. The functions associated with brokering are multi-faceted; hence the acquisition and retention of qualified, skilled staff are essential components to a successful brokering operation.

As is the case with most career counselling services, the brokering agency will also be required to "prove" itself in terms of community need and quality service delivery. Unfortunately, many client services are initially established on the basis of perceived need rather than on the basis of a researched client need. Therefore, at a time when the agency should be primarily concerned with funding issues, it becomes additionally burdened with the need to justify the necessity of its existence as well as the credibility of its service. In addition, the brokering agency is somewhat limited in terms of the type of preferred quantitative evidence which it can collect and distribute to potential funders. The fact that these problems have not handicapped the growth of brokering agencies in the U.S. suggests that the concept has withstood the pressures of time and need.

The concept of brokering, in the educational context, appears to serve the applied career and educational counselling needs of adult clients. Outside this context and on a broader level, the model is perhaps most distinctive for its intermediary and coordinating aspects. From this perspective, the brokering model is a means by which the diverse aspects and issues associated with career counselling can be brought together. Not only does the model serve to disseminate information, but it is equally concerned with seeking, housing and centralizing career and employment information. As such, it serves as a "one-stop" community resource service which is equipped to respond to numerous educational and career counselling matters. In performing this convergent, centralized coordinating function, the brokering service serves to establish a place in which the diverse aspects of the field can be addressed in an applied manner. This would seem to be a constructive contribution to a field which is presently characterized by diverse issues, services, agencies and personnel.

Development of a Canadian Brokering Agency

A Canadian brokering agency need not be created in the image of the American brokering tradition. In fact, the aims, objectives, organizational structure and services offered by any potential Canadian brokering service would appear to depend on the indicated needs of the region and the clientele to be served. Regardless of the Canadian brokering profile, it is most likely that the coordinating and intermediary functions associated with the American model should be retained. It is this aspect which holds the most promise in terms of future directions for career and employment counselling in Canada.

Given the American experience, there appear to be at least three potential broker profiles:

I. A Canadian brokerage agency could be established which would be similar in nature to the previously described American model. As a direct client service, this brokering agency would provide educational and career counselling services, acting as an informal advocate for the client in these matters. This type of agency would seem to be consistent with many existing Canadian Career Resource Centres. Thus this type of service, in itself, might prove in some cases to be redundant with other existing community services.

II. A Canadian brokering agency could be established which would specifically serve the needs of agencies, employers and personnel who in turn are required to respond to the employment and career needs of clients or employees. This type of agency could be directly accessed by agencies, institutions and employer establishments who might require specific types of career information, programs or training in order to meet the demands of the client or employee populations which they serve. Unlike the first brokering profile, this type of brokering agency would be for the benefit and service of institutions, agencies and employers. The service-centered focus of this type of brokering agency would represent a departure from existing Canadian career resource facilities and services.

As an information facilitator, this brokering agency would:

(a) include personnel who would extract and compile information on all aspects of employment and career programming;

(b) provide accessibility to computer information networks which are linked to other clearinghouse holdings;

(c) provide a forum for the exchange of ideas and practices between agencies, industry, educational and career personnel; and,

(d) identify to these personnel a range of potential practices which have been developed in response to specific client needs and populations.

III. A third type of brokering agency would be created if the agency was to engage in client and service-centered functions. This dual service aspect would create an all encompassing career centre for Canadian areas that were in need of a full range of career services. In this instance, establishment of a direct client service would not be redundant to existing services.

Each of these models has a unique character and addresses specific issues but the "intermediary" aspect traditionally associated with the brokering concept is retained within each model. The uniqueness of the service-centered model makes this type of brokering service a focus for major discussions.

Selection of the most appropriate brokering services, model and location would depend on specific community needs which the service would be required to address. It is reasonable to assume that these needs would have to be accurately established at the outset of the service, if the service was to be perceived as a credible and responsive community resource. Failure to achieve this might seriously jeopardize the continued long-term success and funding of the agency.

Potential Range of Brokering Services

The potential range of career services offered by any Canadian brokering agency is extremely broad. Actual service selection would depend on the aims and objectives of the brokering agency, community needs, available resources, funding and budget capabilities. This is especially important as noted in the following:

> "if practical decisions of selection have to be made — and they must — it is, on the whole, useful to know from what array the choices are being made."
>
> (Bauer, 1966, p. 10)

I The Client-Centered Brokering Agency

Consistent with many existing career resource centers, client-centered facilities typically include staff who can select and conduct a broad range of client services. This range of possible services would include:

(a) career goal identification for clients;

(b) personal discussion of ways in which these career goals could be facilitated;

(c) information which examines the life styles associated with various occupations;

(d) information concerning the advancement potential of given occupations;

(e) opportunities to discuss career-related problems with knowledgeable people;

(f) advice on ways to deal with problems which block career progress;

(g) educational information and/or counselling;

(h) career and vocational information (e.g. facts on occupational fields);

(i) testing and assessment for self-awareness development;

(j) group or individual sessions in career planning and skill identification;

(k) job search training;

(l) assistance in securing on-the-job career experiences for clients;

(m) job readiness training;

(n) job opportunity postings and solicitations.

A continuum of client services ranging from humanistic career counselling services through to concrete job finding techniques are potentially available from a client career service. The client services which are ultimately selected for inclusion within a client-centered career agency will ideally reflect the needs of the clients, and the aims and objectives of the agency providing the service. Direct client services require that the agency act as an intermediary between the client and his personal career needs.

II The Service-Centered Brokering Agency

A service-centered brokering agency would be designed to provide career-related information, programs and resources to agencies, and educational and employment personnel who are faced with the responsibility of responding to the career needs of client groups, students or employees. As a result, the needs of these client groups would continue to be primarily met by the agency, educational or employment establishments; however, the "career broker" could act in a career resource capacity to the organizational personnel who must respond to these needs. An agency, for example, that wishes to learn more about the career needs of a special population could consult the career broker for this information. The broker would in turn provide the agency with a package of materials which would address this request. The package would include research information and materials which had been amassed on this topic by other agencies and research sources. Specific career counselling programs and techniques, in response to specific client and program needs, could be addressed and accessed through the career broker.

In addition to providing career information, the broker has the potential to act as an intermediary who would facilitate the exchange of career information between agencies, educational institutions and employers. As a consequence of the agency's information-gathering activities, the broker would be one of the few community agencies, within a region, who would be cognizant of all community facilities, programs and funding sources relating to a wide range of career matters. The broker could provide information to agencies who request career resource material and would also have the capability of linking these agencies to other regional and provincial resources. Although some of these government and agency programs are presently publicized, some appear to be less well known than the need might otherwise indicate.

This need for employer information was illustrated by research at Niagara College. Discussions with several regional employers revealed that they were unaware of some governmental programs which were specifically tailored to assist employers with their labour needs. Generalization of this finding to other employers in the province may or may not be appropriate; however, the Niagara Region, like many other provincial regions, has a high concentration of manufacturing activity. The need for skilled labour is high. As a result, it is appropriate that employers be aware of all programs which could assist them with their labour needs. Unfortunately, employers may not always have the time and resources to identify and critically evaluate all of the available programs which could potentially assist them in their labour needs. Developing full employer awareness in this area could be undertaken by the brokering agency. This would be a positive contribution to any regional employment scene.

In performing these linking and dissemination functions, the broker will acquire a wealth of community and regional knowledge. As a result, the broker has the potential to serve as an initiator for the development of future community directions and services.

In summary, this brokering model has the potential to serve at least five basic functions:

1. Linking of available career information and program formats to service the needs of agencies and employers.

2. Linking agencies to other programs, institutions and organizations which could also address the career problems and queries which have been raised by the requesting agency.

3. Providing career workshops for various agencies and organizations. These workshops would be tailored to respond to the specific needs of the requesting agency. Workshops and seminars could serve as a training centre for personnel who may wish to amend, remodel or expand their career counselling programs. These informal applied workshops might also be useful for personnel working within communities that lack career resource centres or close proximity to larger institutions which might otherwise respond to these needs.

4. The brokering agency could initiate a publication series which would serve as a forum for the exchange of career and employment ideas, programs and development.

5. As a result of this information network, the broker would be well informed of the regional and employment trends in the community. As such, a broker could serve as a contributor to the development of the region.

To achieve these five basic brokering functions, the broker must gain access to broad and diverse kinds of information. Failure to obtain or to acquire access to the necessary information networks would ultimately result in the demise of the service. Extensive information-gathering activities and systematic analysis of this information will be essential to the successful and efficient operation of a service-centered brokering agency. Educational, governmental, social, private and employer sources within the area served by the broker could be tapped for information. Access to existing American brokering agencies and career clearing-houses, via computer information networks such as the Educational Resources Information Center would be required. Other data banks (e.g. Psychological Abstracts, ERIC, CHOICES) could be accessed by computer as a further source of information relating to career research needs, practices, policies and programs. These sources would be accessed on a regular basis.

Utilizing this information, the broker could respond to an agency's career queries by providing a package of relevant and diverse materials which would be drawn from the services of trained staff and from existing information banks. The requesting agency could then select from an array of information, those materials which would respond to or could be modified to respond to their specific career needs. The broker would assist in this process by helping to identify the aspects of the package which would be most salient and potentially helpful to the requesting agency.

The service- or employer-directed brokering model is an ambitious model which embraces a broad range of information. In order to be successful, it must be able to maintain credible contact with agencies, institutions, and employers. This need suggests that the service might function most appropriately as an affiliate of a larger more established agency or institution which has established these contacts as a result of its own activities. This requirement, coupled with the need for access to computer information networks, suggests that the broker would be most appropriately situated in at least a semi-urban location. Smaller areas could be serviced through satellite offices if the need was indicated.

Funding

The funding problems of any client-centered or service-centered brokering service will be similar to those experienced by American brokering agencies. Foundation grants exist as one source of potential funding for any brokering service. The service-centered brokering agency service does offer a broader base for potential funding than the client-centered model.

Fee for service remains as one source of potential funding. There appear to be greater limitations towards the establishment of fees for individuals than for service groups. While the direct client service may find drawbacks to the idea of individual client fees, the service-center broker is more likely to be successful in securing funds from agencies and organizations for workshops, training and career information services. These purchasers may pay singularly or may group themselves into a consortium arrangement.

The service-directed broker would ideally wish to establish financial "retainer" or annual contract arrangements with user organizations. This would provide a more stable financial base for the brokerage than the earnings which would be generated from more sporadic "one-shot" service arrangements. Alternatively, brokering agencies might also be successful in obtaining some level of ongoing financial support from a parent sponsor. In any event, the brokering service should seek sources which will provide stable long-term funding.

Implementation

The service-centered brokering agency could be initially introduced into a regional community by way of a "demonstration" project. As such, the agency could be introduced, implemented and evaluated over a specified period of time. Advanced funding, secured prior to this operational demonstration period, could relieve the agency of the major financial and structural insecurities which would otherwise be typically associated with a developmental stage. The evaluation results following from this project, would not be confounded by factors which were not directly related to the testing of the community service-centered brokering agency concept. Minimizing these confounding influences would appear to be consistent with these overall operational objectives.

This controlled implementation approach would provide for a systematic introduction of the service into the community. Four objectives would be set for this "demonstration" period.

1. To introduce the concept of service-centered career brokering into a selected demonstration regional community.

2. To establish rapport, links and career service-centered agencies to the selected regional community.

3. To evaluate the feasibility of establishing a permanent career-brokering service within the demonstration community.

4. To evaluate the feasibility of establishing career-brokering services in other regions if the service proved to be useful to other communities.

The location of the demonstration project would be a key factor if these objectives were to be fully addressed. As a result, several regional selection criteria should be met. The selected community should be situated within a region which reflects similar socio-economic characteristics to those of other provincial or Canadian regions. This fact would be particularly salient if the project results were to be generalizable to other regional communities.

Typically, these socio-economic characteristics would be reflected in a demonstration region characterized by a dominant urban economy, a concentration in industrial and service sectors, need for skilled labour employment. Educational and social agency sectors should also be represented in the selected region. Further, the situation of American multi-national companies in Canada suggests that the demonstration region should reflect this branch plant economic and union influence. Prior knowledge of existing career services and needs within the demonstration region would be a further asset.

This socio-economic profile suggests that the demonstration project would be most beneficial if it were undertaken in a region which was similar in context to other regions. This fact would become most significant if the findings of the project were to be examined in terms of generalization. Generalization would appear to be a factor if expanded brokering sources to other regions were to be considered to be appropriate at a later date.

Summary

The American educational brokering model developed in response to the growing information and counselling needs of the increasingly expanding adult learner population. As a community-based agency, the broker attempts to assist clients with career goal identification and facilitation. Serving in an intermediary or coordinating capacity, the broker "links" clients to the appropriate educational programs and services. To do so successfully, the broker must have access to diverse information and must retain staff who can assist clients with this self-assessment process.

The "intermediary" aspect of brokering holds great potential, although any Canadian adaptation need not be restricted to the context of an "educational broker". The Canadian model could be client and/or service directed and would emphasize career rather than education matters. The service-directed broker would act as a central community or regionally-based resource agency which could be accessed by service personnel, or employers. The career broker would link agencies, services and/or employers to the applied career information and programs which would be helpful to them as they deal with the needs of their specific clientele. The need to have credibility and access to other agencies, sources and information suggests that Canadian career brokers might be affiliated with an existing community or regionally-based institution. Funding of the service could be arranged between the broker and the agency on a contractual basis. The implementation of the brokering agency in Canada might be appropriately initiated through a demonstration project. The project should be located within a region which reflects similar socio-economic characteristics to other Canadian regions.

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SELBSTERKUNDUNGSPROGRAMME (STEP) ZUR BERUFSWAHLVORBEREINTUNG

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Abstract To assist young people leaving school and starting their occupational training with the preparation of their career selection, the Federal Employment Institute, as the agency responsible for career counselling, has developed three self-exploration programs under the acronym STEP, aimed at specific target groups. Following a brief description of the program objectives and of some basic conditions for communicating via this medium, the self-exploration program is explained in detail through the example of STEP B (for students with a grade 12 education, or its equivalent). The demonstration deals with content, organization, data base, text and pictorial design, activities and processing methods. In addition, there will be a report on our experience thus far with processing and evaluation, and on our approaches in terms of continued development through computerization.

Sommaire Afin d'aider les jeunes gens à se préparer individuellement au choix d'une carrière, l'Office fédéral du travail (Bundesanstalt für Arbeit), qui est responsable de l'orientation professionnelle en République fédérale d'Allemagne, a mis au point trois programmes (cahiers de travail) de recherche personnelle destinés à des groupes cibles et réunis sous l'acronyme STEP. La description détaillée de ce qu'est un "programme de recherche personnelle" est illustrée à l'aide du programme STEP B, destiné aux écoliers à la fin d'études de 11 à 12 ans. Cette description, qui est précédée d'une brève définition des objectifs visés et de quelques explications élémentaires sur la façon de se servir de ces programmes, porte sur le contenu et la structure du programme, la base des données, la composition des textes et des images, les différentes méthodes de travail et la marche à suivre. Elle est suivie d'un compte rendu des expériences actuelles sur l'utilisation et l'évaluation de ces programmes ainsi que des tentatives effectuées pour les perfectionner à l'aide de l'informatique.

EINLEITUNG

Im Gegensatz zu vielen spekulativen und fundamentalen Themen und Erörterungen dieses Kongresses besteht dieser Workshop in der Präsentation von bereits gedruckten und in der Berufsberatung der Bundesrepublik Deutschland für Jugendliche zwischen 14 und 19 entwickelten Selbsterkundungsprogrammen in Form von Arbeitsheften.

Solche Konkretheit wird von manchem Praktiker der Beratung durchaus positiv beurteilt: hier geht es um etwas Handfestes, Vorzeigbares, Praktikables ... aber diese Merkmale können sich auch als Handicaps erweisen: die Herkunft dieser Medien aus einem bestimmten Land und seiner speziellen Bildungsstruktur, Mentalität usw. wirft die Frage nach der Übertragbarkeit auf andere Länder und Bedingungen unmittelbar auf; Konsens bei grundsätzlichen, abstrakten Zielen ist oft gar nicht so schwer, wenn es aber ins Detail geht, in Fragen der Umsetzung, in die Diskussion um Sprachstil, Layout und Handling, dann scheiden sich oft die Geister, gehen persönliche Wertungen/Präferenzen in die Beurteilung ein, ließe sich nach dem Urteil der Kritiker alles auch ganz anders und besser machen ...

Dieses Dilemma – nämlich: Konkretheit als praktische Hilfe und als Begrenzung – werden wir auch heute nicht lösen. Meine Aufgabe besteht – in Absprache mit dem Veranstalter – darin, Ihnen die fachlichen Intentionen, (am Beispiel von STEP B) die mediale Realisierung, die bisherigen Erfrahrungen und die Ansätze zur Weiterentwicklung von Selbsterkundungsprogrammen darzustellen. Ich stütze mich bei meinen Ausführungen auf die Beobachtungen/ Erfahrungen als Mitinitiator und Organisator von STEP, auf die Ergebnisse von Evaluationsuntersuchungen sowie auf Berichte der Praxis.

Zugunsten der späteren Diskussion und ergänzender Informationen auch bei Einzelanfragen außerhalb des Plenums sind einige Aussagen in dieser Einführung etwas knapp und skizzenhaft gehalten.

1. Grundsätzliche Vorüberlegungen

1.1 Fachliche Intentionen

Nach den "Dimensionen beraterischen Handelns" von Morill/Oetting/Hurst (x) ist STEP ein primär an den einzelnen Jugendlichen gerichtetes Medium, dessen Ziele vorwiegend der Kategorie "Prävention" zuzuordnen sind (Anlage 1).

(x) The Personnel and Guidance Journal, Februar 1974

Genauer: Auf der Basis eines subsitiären Beratungsverständnisses und dem Auftrag, Jugendlichen zu einer systematischen, rationalen, informierten und eigenverantwortlichen Berufswahl zu verhelfen, geht es STEP darum, persönliche Voraussetzungen und Zielvorstellungen durch Selbstbeobachtung und Selbsteinschätzung bewußt zu machen und zu einer kriteriengerechten Informationssuche/ -bewertung anzuregen. In diesen fachlichen Intensionen ist STEP als Medium von einer großen Affinität zur personalen beruflichen Beratung; aus dieser intensionalen Übereinstimmung ergibt sich auch eine beratungsvorbereitende Funktion von STEP. Zuhörer mit wissenschaftsnahen Ambitionen werden bei dieser globalen Zielumschreibung Assoziationen zum "Selbstkonzept" als einen bekannten Ansatz der Berufswahlforschung haben. Je nach Einstellung zu diesem Konzept wird sich jedes Element der Zielbeschreibung als interpretationsbedürftig und möglicherweise als kontrovers erweisen. Zugunsten eines Praxisberichtes versage ich mir einen entsprechenden Exkurs über diese theoretischen Bezugspunkte und beschränke mich auf vier konkrete Hinweise:

a) STEP ist ein Selbsterkundungsprogramm - kein psychologischer Test

b) STEP ist primär auf die Erkundung subjektiv bedeutsamer Entscheidungskriterien gerichtet - es ist keine Sammlung von Sachinformationen

c) STEP ist ein medialer Beitrag zur Umsetzung eines Teillernziels (Anlage 2, Lernziel III) aus einem umfangreichen und komplexen Lernzielkatalogs für die Berufswahlvorbereitung (Anl. 2) - und damit nur ein Teil des Leistungsangebotes der deutschen Berufsberatung, die eine Vielzahl von personalen Maßnahmen und lernzielspezifischen Medien umfaßt

d) STEP ist ein Printmedium – kein Ersatz für personale Kommunikation.

1.2 Mediale Überlegungen

Die mediale Umsetzung fachlicher Intentionen erforderte eigene Strategien und zwar zum Teil andere als beispielsweise die Vermittlung gleicher Sachverhalte im direkten Gesprächskontakt einer Beratung. Trivial ausgedrückt: Nur wenn der Jugendliche des STEP Programm auch tatsächlich in der intentierten Weise bearbeitet, kann es die gewünschten Effekte auslösten/verstärken. Anders: nur wenn Kommunikation zwischen Leser/Benutzer und Printmedium erreicht wird – können lernzieladäquate Effekte erwartet werden. Obgleich das Medium nicht primäres Lernziel sondern eben Medium ist, ist es in gewisser Weise "conditio sine qua non" aus dieser Einsicht erwächst der Impuls, alles zu tun um des Kommunikationsziel des Mediums zu erreichen.

Im Modell läßt sich die Erreichung des Kommunikationsziels leicht skizzieren: ein Proband, in seiner aktuellen Befindlichkeit, erhält Programmkontakt, beginnt die Bearbeitung, arbeitet weiter/ steigt nicht so früh aus, nimmt die Informationen auf, verarbeitet/versteht sie, verankert sie kognitiv und emotional, zieht Konsequenzen daraus und nähert sich dabei dem Lernziel an, um auf aktuellem, veränderten Lernzustand zu handeln.

In Wirklichkeit kämen in jeder dieser Kommunikationsphasen fördernde oder hemmende Faktoren den Kommunikationsprozeß beeinflussen z.B. die Erwartungshaltung des Rezipienten, der

Ersteindruck, interne Kontraindikationen (z.B. ein illustrativer Blickfang kann die Aufmerksamkeit und damit die Bearbeitungswahrescheinlichkeit erhöhen – gleichzeitig aber auch Aufmerksamkeit vom umliegenden Text abziehen) usw ...

Es kommt also darauf an, mit den für die speziellen Medienart verfügbaren Mitteln das Kommunikationsziel zu unterstützen/erleichtern (solche Mittel sind bei einem Printmedium z.B. Wortwahl, Strukturierung, Anmutung von Illustrationen, Schriftgrad, Spaltenbreite, Informationsdichte, Identifikationsmöglichkeiten usw.). Leider gibt es noch keine allgemein akzeptierte, wissenschaftlich abgesicherte Medientaxonomie, aus der die medienspezifischen Forderungen abzuleiten sind. Vorerst kann man an die Stelle eines vorfabrizierten Schemas deshalb nur eine ausführliche Beschreibung des Mediums setzen.

Zu den Intentionen zur Erreichung des Kommunikationszieles durch STEP zählt u.a. eine Berücksichtigung von

- individuellen Ausgangssituationen (externe und interne Zielgruppensegmentierung), schulischem und außerschulischem Erfahrungsschatz
- Integrationsmöglichkeiten für bisherige Erfahrungen
- Reduktion der Komplexität der Sachverhalte ohne Übersimplifizierung
- Aktualität der vermittelten Sachinformationen
- hinreichende Sachinformationsumfänge
- Manifestation eigener Ergebnisse von Einschätzungen
- Durchschaubarkeit/Transparenz der "Ergebnisse"
- aktiver, produktiver Bearbeitung

- Bearbeitungsrückmeldungen
- Möglichkeiten mehrfachen "Probehandelns"
- verarbeitungsgünstiger Grob- und Feinsegmentsierung des Inhalts
- direkter Programmansprache
- Verständlichkeit –
- Anschaulichkeit/unterstützende Visualisierung
- Attraktivität
- Bearbeitungsschwierigkeit
- zumutbaren Bearbeitungsintensität (Dauer, Umfang)
- individuellen Arbeitstempi
- Impulsen postprogrammer sozialer Interaktion
- Kompatibilität mit anderen Medien und Maßnahmen (Verbund)

Zusammenfassend läßt sich feststellen:

Zu Intentionen und Zielen von STEP gehört neben generellen beraterischen Überlegungen und Fragen des allgemeinen Informationskonzeptes zur Berufswahlvorbereitung die Berücksichtigung eines eigenen medialen Zielkomplexes zur Erreichung des Kommunikationsziels. Hierbei gilt es fördernde und hemmende Kommunikationsfaktoren in ihren Zusammenhängen zu erkennen und während des gesamten intendierten Kommunikationsprozesses zu beachten.

2. Die Realisierung

Im folgenden soll die Umsetzung der eingangs skizzierten fachlichen Intentionen und des medialen Kommunikationsziels erläutert werden. Dies erfolgt beispielhaft an STEP B (die Tagungsunterlagen enthalten eine deutschsprachige

Ausgabe und eine der Struktur der Arbeitshefte angenäherte Übersetzung in englischer Sprache); soweit erforderlich werden vergleichend STEP A und STEP C hinzugezogen.

2.1 Zielgruppenspezifische Differenzierung

STEP gibt es zur Zeit in drei Ausgaben und zwar differenziert für Shüler nach schulischem Bildungsniveau. (STEP B ist z.B. für Schüler und Schülerinnen mit mittlerem Bildungsabschluß/ 10 Schuljahre). Eine solche Entscheidung zugunsten einer zielgruppenspezifischen Differenzierung spiegelt nicht nur die Tatsache wider, daß in der Bundesrepublik Deutschland die Berufswahl trotz zunehmender Durchlässigkeit im Bildungssystem und zunehmender Flexibilität/Mobilität im Beschäftigungssystem stark vom Grad der schulischen Vorbildung geprägt ist. Sie ist auch getragen von der Vorstellung, daß ein Medium umso wirksamer ist, je homogener die Bezugssituation ist, je einheitlicher die Zielgruppe hinsichtlich ihres bildungs-/altersspezifisch bedingten Medienverhaltens ist. Andererseits läßt sich nicht leugnen, daß eine solche Konzeption mit anderen gesellschaftspolitischen Zielsetzungen kollidieren kann (z.B. mit der Propagierung der erhöhten Durchlässigkeit und der beruflichen Mobilität, mit der Forderung nach Chancengleichheit ...).

2.2 Die thematische Gliederung

Der bereits skizzierte Zusammenhang von fachlichem Lernziel und medialem Kommunikationsziel zwingt bereits zu einem frühen Zeitpunkt der Planung zu einer Entscheidung über die thematische Grundstruktur und damit gleichzeitig über Umfang und Gliederung der Programme. Wie aus den Anlagen ersichtlich konzentriert/ beschränkt sich STEP B auf zwei Bereiche, nämlich auf berufliche Erwartungen und berufliche Fähigkeiten und widmet jedem dieser Themen ein eigenes Arbeitsheft. Aus der Anleitung ist erkennbar, daß bei grundsätzlicher Entscheidungsfreiheit des Probanden die Bearbeitungssequenz: zuerst Erwartungen (1. Teil) dann Fähigkeiten (2. Teil) präferiert wird.

Themenauswahl (Erwartungen, Fähigkeiten), Splittung (2 Hefte), Umfang der Einzelhefte (34 bzw. 46 Seiten) und empfohlene Bearbeitungsreihenfolge implizieren bereits eine Reihe von Hypothesen/ Annahmen hinsichtlich des Medienverhaltens der entsprechenden Zielgruppe. Zu Beginn der STEP-Entwicklung waren viele dieser Annahmen reine Vermutungen; die laufenden Evaluationsuntersuchungen haben manche der Hypothesen verifiziert.

2.3 Lernzielauswahl – Inhalt

2.31 Allgemeines

In STEP sind die einzelnen Programmabschnitte lernzielorientiert entwickelt, ohne daß jedoch ein Programmabschnitt ein bestimmtes Lernziel vollständig abdeckt oder eindeutig nur einem vorgegebenen Lernziel zugeordnet werden könnte.

Anlage 3 soll am Beispiel STEP B erster Teil die Zuordnung von Programmteilen und Lernzielen veranschaulichen.

Anlage 4 gibt eine Übersicht über den formalen Aufbau von STEP B 1. und 2. Teil.

Zu erwähnen ist, daß der Aufbau innerhalb jedes Heftes von der ersten bis zur letzten Seite linear, d.h. ohne explizite Schleife angelegt ist. Verzweigte Ausgänge einzelner Elemente finden in den nachfolgenden Elementen identische Eingänge.

2.32 Ausgewählte Passagen

2.321 Auswahl der beruflichen Erwartungen/Rating (STEP B 1. Teil Seite 8)

Es erscheint angezeigt, einige Anmerkungen zur Auswahl und zum Rating der beruflichen Erwartungen zu machen

a) die Auswahl der beruflichen Erwartungen stützen sich primär auf die Ergebnisse empirischer Befragungen über die Kriterien der Berufswahl bei Jugendlichen. Diese Ergebnisse wurden zwar mit den Dimensionen einschlägiger Interessentests verglichen ohne daß es jedoch zur Übernahme eines bestimmten Systems der Interessengliederung/-strukturierung gekommen ist. Vielmehr spielten bei der Gewinnung der endgültig übernommenen Dimensionen (die Begrenzung auf 10 Erwartungsdimensionen erfolgte auch mit Rücksicht auf die Grenzen der Aktivitätsund Bearbeitungsbereitschaft der Zielgruppe) andere Kriterien eine wichtige Rolle:

z.B. sind die Dimensionen formulierbar, verständlich, von der Zielgruppe nachvollziehbar?

– schließen die Dimensionen Diskriminierungen von Berufen aus? orientiert entwickelt, ohne daß jedoch ein Programmabschnitt ein bestimmtes Lernziel, vollständig abdeckt oder eindeutig nur einem vorgegebenen Lernziel zugeordnet werden könnte.

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z.B. sind die Dimensionen formulierbar, verständlich, von der Zielgruppe nachvollziehbar?

- schließen die Dimensionen Diskriminierungen von Berufen aus?
- sind die Dimensionen berufskundlich operationalisierbar und damit auch durch Experten eindeutig einzuschätzen?
- streuen die Experteneinschätzungen signifikant? (es hat keinen Zweck, eine Dimension einzubeziehen, die bei allen Berufen in gleicher Weise zutrifft)

Diesen Sichtungs- und Auswahlmechanismus sind u.a. einige Erwartungsdiemensionen zum Opfer gefallen, die in den empirischen Befragungen einen hohen Stellenwert haben und zusätzlich von arbeitsmarktopolitischer Bedeutung sind: z.B. Beschäftigungsrisiko/Berufsaussichten, Aufstiegsmöglichkeiten, Einkommen ...

b) Das Rating der Dimensionen erfolge durch Fachkräfte der Berufsberatung (1977: 60; 1978; 45). Vorgegeben wurden die Dimensionen und eine knappe fachliche Umschreibung. Die Einschätzung der Berufe wurde sukzessiv merkmalsweise vorgenommen. Zur Kategorisierung stand ein verbal und optisch fünfstufiges Reaktionsschema zur Verfügung. Beurteilungsaspekt bei den Erwartungen ist jeweils der Beruf. Die Rater waren aufgefordert, die ganze Breite der fünfstufigen Skala zu nutzen und im Falle, daß keine der fünf Stufen die gewünschte Reaktion exakt ermöglicht, die am ehesten zutreffende zu manifestieren. Darüber hinaus sollten die Rater die Beurteilungsschwierigkeit je eingeschätztem Merkmal beurteilen (ebenfalls nach einer fünfstufigen Skala). Das Rating wurde standardisiert schriftlich durchgeführt. Die über 110 000 Daten wurden elektronisch verarbeitet. Als Dichotomisierungspunkt der Merkmalsausprägungen (von fünf eingeschätzten in zwei Klassen) wurde 2.5 gewählt.

2.322 Auswahl der beruflichen Fähigkeiten/Rating
(STEP B 2. Teil Seite 8)

a) Bei der Auswahl der Dimensionen war die Anlennung an die Dimensionen traditioneller Fähigkeitstests stärker als bei den beruflichen Erwartungen/Interessen. Den Intentionen des Programms entsprechend (nämlich, die naiven Alltagsvorstellungen von Eignung zu differenzieren) sollte jedem der drei ausgewiesenen Fähigkeitsbereiche (geistige, körperliche, soziale Fähigkeiten) entsprechende Schätzaufgaben und Selbstbeurteilungsimpulse zugeordnet werden. Die in STEP B enthaltene Verteilung (geistige Fähigkeiten: 4 Impulse; körperliche Fähigkeiten: 2 Impulse; soziale Fähigkeiten: 1 Impuls) war das Ergebnis einer differenzierten z.T. auch kontroversen Diskussion, bei der der Blick auf die ausgewählten für Absolventen mit mittlerem Bildungsabschluß in der Bundesrepublik Deutschland typischen Berufe und der für diese Berufe relevanten Fähigkeiten auch eine große Rolle spielten.

b) Das Rating der Fähigkeiten erfolgt im Prinzip wie bei den Erwartungen. Ein Unterschied betraf die Bezugsebene: während bei den Erwartungen der Beruf als Bezugsebene vorgegeben war, wurden die Rater bei der Einschätzung der Fähigkeiten/Anforderungen eigens aufgefordert, die Merkmale hinsichtlich einer erfolgreichen Ausbildung zu beurteilen. Diese Unterscheidung mag etwas künstlich wirken; sie hat aber ihre Bedeutung angesichts der Tatsache, daß in der Bundesrepublik Deutschland die meisten Ausbildungen Zugang zu verschiedenen beruflichen Tätigkeiten eröffnen die oft sehr unterschiedliche Anforderungen stellen. Demgegenüber wirkt die Phase der Ausbildung für ein Rating der Anforderungen homogener. Bei der Einschätzung der beruflichen Anforderung betrug die durchschnittliche Übereinstimmung der Rater 86%. Die Einschätzungskonstanz (Wiederholungsrelibilität) erwies sich im Vergleich 1977 zu 1978 als hoch.

2.323 Auswahl der Berufe (STEP B 1. Teil S. 21–26; 2. Teil S. 36–41)

Es gehört – wie bereits erwähnt – zu den fachlichen Zielvorstellungen des Programms, die Selbsterkundung beim Schüler zu verbessern und deren Ergebnisse gleichzeitig in Bezug zu bestimmten Berufen zu setzen. Dies bedingt eine Entscheidung über Umfang und Auswahl der in das Programm einzubeziehenden Berufe.

STEP B enthält 96 Berufe. Die zahlemmäßige Begrenzung erfolgte vor allem mit Rücksicht auf die begrenzte Aktivitätsbereitschaft und die zeitliche Belastbarkeit der Schüler. Wenn man aber anstrebt, daß der Schüler bei der Auswertung nicht nur seine augenblicklich vorherrschenden Berufswünsche überprüft, sondern auch zur Suche nach Alternativen angeregt werden soll, dann muß man die Zahl der in die Verrechnung einzubeziehenden Berufe einerseits nicht zu eng andererseits nicht überfordernd weit auswerfen. Die Zahlvon 96 Berufen erwies sich als die in einem Printmedium mit manueller Auswertung äußerste Grenze der Zumutbarkeit. Die Auswahl der Berufe erfolgte nach der statistisch nachgewiesenen Häufigkeit der beruflichen Präferenzen. Diese Orientierung der Berufsauswahl am Nachfragekonzept ist nicht unproblematisch, weil in vielen Fällen die aktuellen Einstellungs/Aufnahmebedingungen einer Realisierung der Berufswünsche entgegenstehen. Allerdingsist es sehr wichtig, ein eindeutiges und exaktes Auswahlkriterium zu haben, um den Vorwurf der Zufälligkeit oder aber – was noch schlimmer ist – der Manipulation zu entgehen. Zur Erleichterung der Auswertung werden die Berufe in STEP B 1. Teil in alphabetischer Reihenfolge aufgeführt. Seit 1980 sind die Bezeichnungen sowohl in männlicher als auch in weiblicher Fassung wiedergegeben.

Nach dem Ergebnis der Befragungen haben (1978)

75% der Bearbeiter in der vorliegenden Auswahl der 96 Berufe ihren "Wunschberuf" wiedergefunden, 75% nicht.

2.324 Die Impulse zur Selbsterkundung

Bei einem Programm, das sich die Verbesserung der Selbsterkundung zum Ziel gesetzt hat, sollte man auch einmal betrachten, wie ein solcher Impuls konkret umgesetzt wird. Veranschaulichen wir dies am Beispiel einer Erwartungsdimension z.B. STEP B 1. Teil S. 10: Am Schreibtisch arbeiten.

Eine Analyse dieses Programmausschnittes läßt folgende Elemente erkennen:

a) Wortmarke/Kürzel für die Erwartungsdimension (verständlich? eindeutig? mitteilbar? ...)

b) Piktogramm (verständlich? charakteristisch? akzeptabel? ...)

c) Erläuterung der Dimension (Erweiterung der fachlichen Vorstellung, Berufsbezug)

d) Selbstbeurteilungsimpuls

e) Quellen der Selbsterkundung (Beobachtungsbereiche, Verhaltensbefunde ...)

f) Einschätzungsskala (Skalierung? Formulierung?)

g) Übertragung und Manifestation (S. 33)

Die zentrale Frage lautet: Reicht ein solches Arrangement, um einem Schüler zu einer einigermaßen zutreffenden Selbsteinschätzung zu veranlassen? Ist der Impuls ausreichend? Wird eine Reflexion wirklich in Gang gebracht? ...

Welche Impulsvarianten es geben kann zeigt u.a. ein Blick auf die entsprechenden Arrangements in STEP A und in STEP C: STEP A (S. 5–12) enthält pro Interessendimension ca. 12 Items als Anhaltspunkt für die Selbsteinschätzung; STEP C 1. Teil S. 14/15 enthält überhaupt keine Parallele zum Element e und führt nach der Erläuterung der Dimension unmittelbar zur Manifestation der spontanen Selbsteinschätzung.

Komplexer sind die Selbsterkundungsimpulse im Fähigkeitsbereich (STEP B 2. Teil). Zusätzlich zu den Elementen a-g enthält jeder Abschnitt ein bis mehrere sog. Beispielaufgaben z.T. mit sehr testnahem Charakter (einschließblich der Lösungen!); außerdem wird am Schluß – gleichsam als Ergänzung zum Element c – der Berufsbezug durch Nennung verschiedener und durch die Illustration einer charakteristischen Tätigkeit verdeutlicht.

Gerade im Hinblick auf die testnahen Beispielaufgaben ist ein Ergebnis der Evaluation von Interesse: Zwischen richtig gelösten Aufgaben und Selbsteinschätzung wurde ein mittlerer Zusammenhang (von r = .20 - .46) ermittelt; d.h. die Ergebnisse der Beispielaufgaben determinieren nicht das Einschätzungsergebnis, die Impulse zur Einbeziehung anderer Beobachtungsbereiche (Schule, Freizeit ...) und Befunde erweisen sich wohl als wirksam.

2.325 Die Auswertungsverfahren

Das Auswertungsverfahren, d.h. der Weg von der Manifestation der Selbsteinschätzung zur beruflichen Zuordnung wirft eine Reihe fachlicher Fragen auf und erweist sich darüber hinaus als eine gewisse Herausforderung an das Handling.

a) STEP B 1. Teil S. 9
Zunächst die Rekonstruktion des Auswertungsweges: nach der gedanklichen Markierung der Selbstbeurteilung in einer vierstufigen Skala, wird Seite 33 (die Erwartungskarte) herausgeklappt und die Selbstbeurteilung im oberen Feld angekreuzt/manifestiert. Aus den farblichen Markierungen ist ersicht-

lich, daß die vierstufige Skala praktisch in eine zweistufige Skala (blau = Zustimmung; gelb = Ablehnung) umgewandelt wird. Nach Ankreuzung aller Erwartungsdimensionen wird auf Seite 16 der zweistufigen/zweifarbigen Selbsteinschätzung das ebenfalls auf zwei Stufen/zwei Farben berechnete Ergebnis des Expertenratings zugeordnet. Blau heißt: eine besondere Erwartung wird erfüllt, gelb bedeutet: eine besondere Erwartung wird in einem Beruf nicht erfüllt. Durch die farbliche Identität für Präferenz/Erfüllung und Ablehnung/Nichterfüllung vollzieht sich die Koppelung/der Übergang von Selbstbeurteilung und beruflicher Zuordnung.

Nach den Anweisungen von Seite 19/20 klebt der Proband zunächst die entsprechenden Farbstreifen vertikal auf seine Erwartungskarte, reißt diese ab und legt sie unter die Stanzseiten, die horizontal die Einzelberufe mit den Ergebnissen der Experteneinschätzung enthalten. Durch diese "Kreuzung" ergibt sich der erste Auswertungsschritt: bei farblicher Identität besteht Übereinstimmung d.h. sowohl bei Deckung von Präferenz plus Erfüllung als auch bei Desinteresse/Ablehnung plus Nichterfüllung. Die Summe der Übereinstimmungen ergibt einen bestimmten Zahlenwert, der in einem Kästchen am rechten Rande der Stanzseite notriert wird.

Die Auswertung im engeren Sinne wird auf Seite 27 erläutert. Entscheidend ist, daß es keinen eindeutigen "cut off" gibt, sondern daß die Übereinstimmung der individuellen Erwartungen mit einem Beruf als Aproximation definiert wird: je näher die Summe für einen Beruf bei 10 liegt, desto mehr werden in diesem Beruf die Erwartungen erfüllt.

Das gleiche Approximationsmodell gilt auch für die Nichtübereinstimmung: je näher die Summe für einen Beruf bei 0 liegt, desto weniger werden die Erwartungen erfüllt.

Diese Flexibilisierung der Auswertung macht es möglich, daß die sog. Spitzenreiter (d.h. die Berufe mit den meisten Übereinstimmungen) bei den Bearbeitern durchaus verschieden hoch sein können. Das Programm geht davon aus (S. 27, letzter Absatz) daß eine positive Bilanz mindestens fünf Übereinstimmungen voraussetzt.

Die Evaluation hat ergeben, daß die Fehlerquote beim Summieren der Übereinstimmungen bei den Erwartungen 0,7% beträgt und häufiger durch Untersummierungen als durch Übersummierungen entsteht. Eine Analyse des Fehlerverlaufs (1. Hälfte, Versus 2. Hälfte, rechte Seite Versus linke Seite) hat keine Hinweise ergeben, die auf eine evtl. Überforderung des Bearbeiters bzw. auf Mängel des Handlings schliessen lassen.

b) STEP B 2. Teil Seite 35 ff.
Der Auswertungsweg in STEP 2. Teil entspricht anfangs dem im 1. Teil: Die auf einer "Fähigkeitskarte" (S. 45) markierten Selbsteinschätzungen werden je nach der farblichen Markierung übertragen (und zwar in diesem Fall aktiv nur die "Stärken" des Probanden im Sinne "mit den Stärken arbeiten", die Schwächen bleiben im Klebefeld weiß). Der Bearbeiter legt die geklebte Karte unter die Stanzseiten (Seite 35 + 36) und summiert seine Übereinstimmungen.

Ab hier unterscheidet sich der Auswertungsweg vom 1. Teil:

- Der Proband stößt nicht direkt auf Berufe sondern "Berufs-" besser "Anforderungsgruppen".

- Das Approximationsmodell besteht generell auch hier: je relativ näher der Proband der Anzahl der geforderten Fähigkeiten in einer Berufsgruppe kommt, desto eher paßt diese Berufsgruppe (d.h. die Berufe in dieser Gruppe) zu seinen Fähigkeiten; bzw. umgekehrt: je weniger der geforderten Fähigkeiten einem Probanden fehlen, desto eher paßt diese Berufsgruppe zu seinen Fähigkeiten. Spezifisch ist in diesem Approximationsmodell jedoch, daß die Anzahl der geforderten Fähigkeiten je nach Berufsgruppe variiert (z.B. Gruppe B max. 5, Gruppe A max. 4 Übereinstimmungen).

D.h. die in einer Berufsgruppe nicht eigens geforderten Fähigkeiten bleiben unabhängig von einer positiven oder negativen Ausprägung beim Probanden für diese Gruppe unberücksichtigt.

Zurück zur Frage, weshalb in STEP Teil 2 eine Gruppierung von Berufen gewählt wurde:
Eine Gruppierung von Berufen nach Anforderungen (Anforderungsgruppen) wurde gegenüber Einzelberufsprofilen in diesem Falle aus mehreren Gründen für günstig erachtet.

- Durch die Gruppierung soll der Gedanke der Kombination von bestimmten Fähigkeiten als Kriterium (im Unterschied zu einer "Spitzenfähigkeit" und "Genievorstellungen" beim Probanden) hervorgehoben werden.

- Durch die Gruppierung gelangt der Proband zu Berufsfeldern. Dies soll die Vorstellung einer "Eignung" für nur einen bestimmten Beruf relativieren und alternatives Denken begünstigen.

- Innerhalb eines Feldes kann eine übersichtliche Substrukturierung (in diesem Falle nach interessierenden Berufen in den gefundenen Anforderungsgruppen) stattfinden.
- Durch die Verringerung der technischen Vergleichstätigkeit (statt 96 nur 20 Einzelvergleiche) soll der Bearbeitungsaufwand des Probanden une seine Ermüdung am Ende des 2. Teiles von STEP reduziert werden.
- Durch markant differente Auswertungssignale zwischen Teil 1 und Teil 2 soll die Wahrnehmungs-, Verankerungs- und Erinnerungsdifferenzierung zwischen "Erwartungen" Teil 1 und "Fähigkeiten" Teil 2 unterstützt werden.

2.4 Handling/Bearbeitungsaktivitäten

Ein flüchtiges Durchblättern von STEP läßt bereits erkennen, daß es sich bei diesem Programm nicht um einen bloßen Lesestoff sondern um ein Arbeitsheft handelt, das vom Benutzer vielfältige und unterschiedliche Bearbeitungsaktivitäten verlangt; Neben dem Lesen von Textelementen und der Betrachtung von Illustrationen wird hauptsächlich nach dem "paper and pencil" Prinzip bearbeitet. Die Art der Bearbeitungsmanifestationen, seiner Aufgabenlösungen oder Selbsteinschätzungen variieren (freie/gebundene Beantwortung, Mehrfachwahl, Zuordnungs-/Stufenantworten, summieren.). Hinzu kommen im 2. Teil feinmotorische Aufgaben. Schließlich vercodiert der Bearbeiter seine Explorationsergebnisse am Ende von Teil 1 und 2 durch Abreißen und Aufkleben verschiedenfarbener Papierstreifen.

Es ist anzunehmen, daß diese Variabilität des Handlings der Aktivitätsbereitschaft der Zielgruppe entgegenkommt und die Erreichung des

Kommunikationsziels erleichtert. Dies wurde auch in den entsprechenden Befragungen bestätigt.

Die Bearbeitungszeit für die häusliche Bearbeitung betrug nach Eigenangaben der Schüler durchschnittlich 78 Minuten für Teil 1, 65 Minuten für Teil 2.

2.5 Text und Bildgestaltung

Text und Bildgestaltung stehen gleichermaßen im Dienst der Faktoren: Verständlichkeit, Anschaulichkeit und Bearbeitungsleichtigkeit. Die Illustrationen sind primär funktional und inhaltsunterstützend ausgerichtet.

Ein Vergleich der Programme A, B, C zeigt Unterschiede hinsichtlich Illustrationsstil, Farbigkeit und Gesamtlayouts. Diese Unterschiede wurden aufgrund der empirischen Evaluationsversuche ermittlet und dann realisiert.

2.6 Einsatzformen der Selbsterkundungsprogramme/Distribution

Der fachlichen Zielsetzung entsprechend (nämlich: Unterstützung der Selbsterkundung individuelle berufswahlrelevanter Dispositionen) müßte die individuelle, konzentrierte und unbeeinflußte Bearbeitung als optimal angesehen werden. Diese Leitvorstellung scheint bei älteren Jugendlichen auch realistisch; deshalb wird STEP A primär auf individuelle Anforderung zugeschickt und überwiegend zu Hause allein bearbeitet. Bei jüngeren Schülern werden die Selbsterkundungsprogramme initiativ an die Schulklassen verteilt und entweder vom Berufsberater oder von den Lehrern in Gruppenbesprechungen oder im Unterricht vorgestellt, erläutert oder sogar bearbeitet.
In der Praxis haben sich verschiedene settings entwickelt. Am wirksamsten hat sich erwiesen, wenn STEP unterrichtlich und motivierend vorgestellt wird, die Bearbeitung individuell zu Hause

erfolgt und danach in der Gruppe eine abschließende Nacharbeit durchgeführt wird. Eine totale unterrichtliche Bearbeitung hat sich als konfliktfördernd erwiesen: eine "ehrliche" Selbstexploration kann erschwert werden, Abweichungen zwischen Selbsteinschätzung und Fremdbeurteilung (Lehrerurteil, Zeugnisnote ...) können auftreten; allerdings kann eine solche Diskrepanz auch als Ausgangspunkt eines qualifizierten pädagogischen Dialogs dienen.

Unabhängig von den Formen der schulinternen Bearbeitung ist es aus der Sicht der Berufsberatung sinnvoll und wünschenswert, wenn die individuelle STEP-Bearbeitung dem individuellen Beratungsgespräch vorangeht. Der durch STEP erreichte/erreichbare Manifestationsgrad der berufsbezogenen Selbsterkundung ist eine günstige Vorleistung für die individuelle personale Beratung. Um eine solche Sequenz (zuerst STEP-Bearbeitung, danach berufliche Beratung) zu ermöglichen, sind bestimmte Regelungen hinsichtlich Distribution und Zielgruppenansprache erforderlich.

2.7 Organisation der Programmentwicklung/ Kosten

Vielleicht sind einige Teilnehmer, die die Herausgabe ähnlicher Programme planen, auch an einigen organisatorischen Hinweisen interessiert:

Fachlich zuständig für die Entwicklung der fachlichen Zielvorgabe von STEP sind die für die Berufsberatung zuständigen Organisationseinheiten bei der Hauptstelle der Bundesanstalt für Arbeit in Nürnberg. Texterarbeitung und Design, Gestaltung und Produktion, Herausgabe und Distribution werden von externen Auftragnehmern ausgeführt (vgl. Impressum von STEP). Der Herausgeber hat als beratendes Gremium einen STEP-Beirat berufen, dem Beratungsfachkräfte, Psychologen, Wissenschaftler, Vertreter der Arbeitgeber und der Gewerkschaften, Lehrer und die Auftragnehmer angehören.

Die Entwicklung von STEP in der vorliegenden Fassung begann (nach einer Herausgabe von STEP A und B in einer alten Fassung) mit STEP C, führte dann zu STEP B und erst 1980 zu STEP A (Anlage 5). Die Gesamtentwicklung der STEP-Programme wird ständig durch Evaluationsexperimente begleitet und kontrolliert. Zum Teil wurden vor einer bundesweiten Einführung regionale Testausgaben oder Nullnummern hergestellt. Die Herausgabe der Programme wird jährlich aktualisiert und unter Bezug auf die jeweiligen Evaluationsergebnisse weiterentwickelt. Die Auflagenhöhe richtet sich nach der Größe der Zielgruppe. Sie beträgt 1980: bei STEP C 585 000 Exemplare (= 100%ige Ausstattung der Zielgruppe), bei STEP B 460 000 Exemplare (= 100%ige Ausstattung), STEP A 265 Exemplare (ca. 50%ige Ausstattungsgrad, Belieferung nur auf Einzelanforderung).

Kostenfaktoren sind: Entwicklung, Erprobung, Text/Design/Layout, Druck, Versand, Distribution und Evaluation. Der Stückpreis liegt z.Zt. (1980) bei ca. 2,-- DM pro Exemplar. In einigen Bundesländern wird STEP in das Fach Arbeitslehre/Berufswahlvorbereitung der Schulen unterrichtlich einbezogen. Für diese Form der Kooperation gibt es entsprechende Vereinbarungen zwischen den Kultusministerien der Länder und den Dienststellen der Bundesanstalt für Arbeit.

Alle Rechte an den STEP-Programmen liegen bei der Bundesanstalt für Arbeit. Nachdruck auch auszugsweise ist nur mit Genehmigung des Herausgebers erlaubt. Die Bundesanstalt für Arbeit ist berechtigt, Dritten Nutzungsrechte einzuräumen, insbesondere wenn dies im Rahmen von Verwaltungsvereinbarungen oder über - bzw. zwischenstaatlichen Regelungen vorgesehen ist; jedoch nicht zu kommerziellen Zwecken.

3. Bisherige Erfahrungen zur Bearbeitung, Beurteilung und Wirksamkeit von STEP

3.1 Das Untersuchungsmodell

Es wurde schon wiederholt darauf hingewiesen, daß alle Stufen der STEP-Entwicklung (vgl. Anlage 5) durch Evaluationsexperimente unterschiedlicher Art begleitet wurden. Diesen Evaluationsinvestitionen liegt ein vierphasiges Untersuchungsmodell zugrunde (Anlage 6): die Vorsituation (1. Phase) ist die aktuelle erlebte Berufswahlsituation als vorläufiges Ergebnis der individuellen Lerngeschichte. In diese individuelle Situation hinein erreicht den Schüler das Programm (2. Phase). Ob und was er damit anfangen kann, hängt von der Grundeinstellung ab, der Art der Einführung in STEP und davon, ob er nach seinem ersten Eindruck das Programm als für sich bedeutsam vermutet (wahrgenommene Relevanz) und sich daraus Hilfe für das wichtige Thema der Berufswahl erwartet (wahrgenommene Funktionalität). Ist die Anfangsmotivation stark genung wird die Schülerreaktion bei der Bearbeitung des Heftes durch die inhaltliche Darstellung, die formale Gestaltung und durch das Handling bestimmt. In der dritten Phase (nach STEP-Bearbeitung) sollte der Schüler sich den im Heft anvisierten Lernzielen genähert haben. Auch diese Annäherung ist individuell, d.h. relativ im Vergleich zur Ausgangsposition des Schülers zu verstehen (z.B. Lockerung einer Vorentscheidung, Verfestigung der ursprünglichen Berufsalternative). Die vierte Phase schließlich ist das tatsächliche Berufswahlverhalten des Jugendlichen. Dieses konkrete Entscheidungsverhalten müßte in einer systematischen Evaluation unbedingt mitbedacht werden (vgl. Jugendliche mit STEP-Bearbeitung - Jugendliche ohne STEP-Bearbeitung), setzt aber eine Längsschnittuntersuchung voraus.

Die bisherigen Evaluationsuntersuchungen beziehen sich überwiegend auf die Phase 2 in Verbindung mit Phase 1 und 3. Zur Phase 4 gibt es erste Rückmeldungen der Berater über das Verhalten von STEP Benutzern in der Beratung bzw. bei der Beantragung von Eignungstests.

3.2 Ausgewählte Ergebnisse

Aus den insgesamten bisherigen Evaluationsuntersuchungen werden im folgenden einige Ergebnisse referiert, die weitgehend nicht nur für STEP B, sondern für die bisherigen Erfahrungen mit allen Selbsterkundungsprogrammen in der deutschen Berufsberatung gelten.

a) Allgemeine Beurteilung
Die Programmbearbeiter beschreiben STEP grundsätzlich zu über 75% bezüglich Anmutung, Inhalt und Bezug zur eigenen Berufswahlsituation als positiv und identifikationsfreundlich. Als besonders attraktiv schienen für die Probanden: die Verknüpfung von Selbsteinschätzung und Berufsalternativen, alle Teile mit Eigenaktivität (z.B. Selbsteinschätzung, Aufgabenlösungen ...), ein Programmabschnitt der den Probanden ermutigt sich nicht zu schnell von seinen Erwartungen durch ungeprüfte Informationen abbringen zu lassen (STEP C S. 12).

Bei der Handhabung und den Manifestationen im Programm ließen sich keine bedeutsamen Schwierigkeiten identifizieren.

b) Vermutungen/Erwartungen beim Erstkontakt mit STEP Erwartungen bzw. Vermutungen über STEP vor der Bearbeitung kristallisierten sich um zwei zentrale Themen:

- Instruktion zur Klärung von Eignung und Neigung
- Informationen über Berufe

Die relativ hohe Erwartung bezüglich der Informationen kann zu einer partiellen Enttäuschung führen, da STEP wie bereits eingangs skizziert keine Sammlung von Sachinformationen enthält. Die gleiche Erwartung bestätigt aber nachdrücklich eine zentrale fachliche Intention von STEP, nämlich Selbsterkundung nicht um ihrer selbst, sondern nur im Hinblick auf eine im Programm selbst bereits vermittelte Berufszuordnung zu betreiben. Bei der überwiegenden Mehrzahl von Probanden schließt selbst Introspektion immer den Bezug zum Objektbereich/Beruf ein. Die Erwartung nach mehr Information äußert sich konkret als Wunsch nach mehr Berufsbeispielen, nach ausführlicherer Beschreibung der im Programm genannten Berufe (d.h. Erweiterung sowohl der Dimensionen als auch der entsprechenden Berufe werden erwartet).

c) Bearbeitung von STEP ohne/mit personaler Anleitung

STEP-Bearbeitung ohne personale Anleitung (Bearbeitung vollständig zu Hause), STEP mit personaler Anleitung in Form einführender Klassendiskussion über Berufswahlthemen, STEP-Bearbeitung mit personaler Anleitung in Form von Teilbearbeitung des Programms in der Schule zeigt sich eine Erhöhung des Bearbeitungsgrades bei der Form 2 allerdings eine Erhöhung des subjektiven Nutzens aus der Bearbeitung und des Eindrucks, sich durch die Bearbeitung besser kennengelernt zu haben, durch die Form 3.

d) Nutzenzuschreibung von STEP und individuell erlebte Berufswahlsituation

Nach eigenen Angaben erzielen einen relativ größeren Gewinn durch die STEP Bearbeitung Jugendliche, die sich gerade aktuelle mit Fragen der Berufswahl gedanklich befassen, darüber bereits mit jemandem gesprochen haben, bei sich Informationsdefizite feststellen, ihre berufliche Zukunft als mittelmäßiges Problem betrachten und deren konkrete Entscheidung noch nicht unmittelbar vor der Tür steht.

Dieser Gewinn ist also größer als vergleichsweise bei Jugendlichen, die sich mit dem Thema Berufswahl noch überhaupt nicht beschäftigt, also auch noch nicht mit jemandem darüber gesprochen haben, die meinen alles Wissenswerte bereits zu wissen, ihre berufliche Zukunft völlig sorglos entgegensehen oder deren konkrete Entscheidung schon sehr weit fortgeschritten ist, d.h. die so gut wie entschieden sind.

e) Zusammenfassende Bewertung: Möglichkeiten und Grenzen bei STEP in den derzeitigen Realisierungen

- STEP scheint prinzipiell in der Lage zu sein, einige Zusammenhänge und Interaktionen des "Wahlsystems" sichtbar zu machen und somit die Rationalität beim Wähler zu fördern. Es macht Informationen transparent in gibt Hinweise auf Eigenverantwortlichkeit, Eigeninitiative, weitere Informationsquellen und personale Hilfen. Der Hinweischarakter auf Informationen steht stark im Vordergrund und auf generelle Verweise beschränkt. Persönliche Dispositionsräume bei der Berufswahl werden auf die Inhalte, Erwartungen und Fähigkeiten und auf 96

Berufsalternativen bezogen – sichtbar. Der Prozeßcharakter der Berufswahl und damit der Entscheidung wird thematisiert.

– STEP scheint dem Bewußt(er)werden persönlicher Voraussetzungen und Zielvorstellungen bei der Berufswahl grundsätzlich dienlich und somit als integrierte und unterstützende Beratungsmaßnahme geeignet zu sein. Es strukturiert Ausschnitte des Berufswahlprozesses und gestattet an Beispielen eine Zuordnung des "Ich's" zu einem Ausschnitt der Berufswelt.

Ein hohes Maß an Selbstadministrierbarkeit ist in STEP ebenso erfüllt wie die, i.S. von Weiterverarbeitung und Transparenz wünschenswerte Manifestation von Zwischen- und Endergebnissen. Die intendierte Individualisierung bei der Bearbeitung und den Ergebnissen ist vom Grundsatz her gewahrleistet, jedoch beschränkt auf eines oder wenige Grundmuster bezüglich des individuellen Ausgangspunktes des Jugendlichen vor STEP-Bearbeitung, bezüglich der Bearbeitungsabfolge, bezüglich der Zugangsart (Explore), bezüglich der Aufnahme der Wunschberufe des Jugendlichen u.a.

– Auf dem Hintergrund der Berufsreifediskussion ist festzustellen, daß STEP Kriterien zur Selbstexploration vermittelt, eine Zahl differenzierender Informationen über berufliche Anforderungen bereitstellt, auf weitere Quellen verweist und zum Zugang zu weiteren Informationen anregt, daß es Quellen von Fremd- und Selbsteinschätzungsmöglichkeiten benennt, auf die Weiterentwicklungsmöglichkeiten von Interessen und Kenntnissen aufmerksam macht und schließlich die Ausschöpfung des Entscheidungsraumes – auch gegen die Widerstands – als Chance für den

Jugendlichen darstellt. Die Informationen zum letztgenannten Punkt sind stark reduziert, benannte Realisierungsspielräume beziehen sich lediglich auf Interessen, Fähigkeiten und schulische Weiterbildungsmöglichkeiten und beziehen keine weiteren "Behinderungen" mit ein.

– Auf dem Hintergrund entscheidungstheoretischer Überlegungen ist STEP charakterisierbar als Modell, das Zielvorstellungen mit individuellen Valenzen expliziert, Verhaltensalternativen (Berufsalternativen) mitteilt und Konsequenzen aus der Verknüpfung dieser oder jener Entscheidung aufzeigt. Grenzen ergeben sich diesbezüglich u.a. durch die Datenmatrix (Zielvorstellungen/Berufe) und die nur begrenzt durchführbare Wiederholung des Prozesses mit veränderten Entscheidungspramissen zur Beobachtung änderungsfolglicher Konsequenzen (Simulation).

– Im Zusammenhang mit Medienkommunikation scheint es mit STEP möglich, das Kommunikationsziel bei Bearbeitern zu erreichen: Das Programm erreicht Jugendliche der Zielgruppe; Probanden mit einer bestimmten Erwartungshaltung und in einer bestimmten Bandbreite aktueller Berufswahlbefindlichkeit fühlen sich angesprochen, beginnen mit der Bearbeitung und führen sie fort, indem sie, dem Leitprogramm folgend, Informationen aufnehmen, sie zu verarbeiten und verstehen suchen, wesentliche Erfahrungen kognitiv und emotional verankern und sich dem Lehr/Lernziel annähern. Die Bearbeitungsmotivation wird nicht zuletzt durch inhaltliche Interessantheit sowie Text und Bildgestaltung und Abwechslung in den erforderlichen Bearbeitungsaktivitäten, im jederzeit möglichen Rückgriff auf bereits Bearbeitetes aufrecht erhalten. Zur Bewertung des Ergebnisses tragen u.a. subjektive Aufwand/Nutzenrelation, Glaubwürdigkeit und Nachvollziehbarkeit, erlebtes Ausmaß der Antwortfähigkeit zu bestehenden Fragen, Art der Begründungen im Fall Dissonanz erzeugender Ergebnisse bei. In diesem Sinn liegen z.B. Grenzen in der realisierten Bandbreite, innerhalb derer Jugendliche Zugang finden (via Einschätzung zu Berufsalternativen hin und nicht umgekehrt), im zumutbaren Umfang an Explorationskategorien und Berufsalternativen, in der Festlegung nur einer Bearbeitungsreihenfolge, in einer nur aufwendigen Korrektur bereits manifestierter Explorationsergebnisse.

Diese Beschreibung von STEP entlang der Intentionen, Zielen und Erfahrungen dürfte verdeutlicht haben, daß, nach bisherigen Erkenntnissen, diesem Programm in seinen jetzigen Formen ein bedeutsamer Stellenwert bei der Berufswahl im Verbund mit den anderen Mitteln und Maßnahmen, vor allem hinsichtlich des Individualisierungsaspektes zugesprochen werden kann. Auch scheint ein gewisser akzeptabler Standard insoweit erreicht zu sein, daß dies als Ermutigung zur Beibehaltung der bislang eingeschlagenen kontinuierlichen Entwicklungsstrategie zu werten ist.

4. Ansätze zur Weiterentwicklung

Abschließend sollen zwei Ansatzpunkte zur Optimierung des STEP-Programmes skizziert werden, die zur Zeit schon aufgegriffen werden bzw. sich in der aktuellen Planung befinden.

4.1 Weiterentwicklung der Printmedien

Unabhängig von Detailoptimierungen, die sich aus

Verbesserungsvorschlägen der Praxis ergeben, scheint ein genereller Mangel der STEP-Programme in der Konzentration/Begrenzung auf die Erschließung der Themenbereiche/Berufswahlkriterien: Erwartungen und Fähigkeiten zu liegen (vgl. Abschn. 2.2). Es gibt zahlreiche empirische Befunde und auch theoretische Begründungen für die Annahme, daß neben der Frage: entspricht dieser Beruf meinen Fähigkeiten/meinen Interessen? auch andere Kriterien für die Berufswahl von großer Bedeutung sind. Solche Kriterien (z.B. Beschäftigungsrisiko, Einkommen, Relevanz des formalen Bildungsniveaus des für die berufliche Entwicklung ...) sind bisher fast ausschließlich in dem Bereich der sog. Sachinformation verwiesen worden. In vielen berufskundlichen Quellen und Veröffentlichungen findet man Informationen z.B. über das mittlere Einkommen, die Zahl der Beschäftigten in einem Beruf, die schulische Vorbildung von Inhabern bestimmter beruflicher Positionen usw ... Aber es ist selten gelungen, diese "Sachbereiche" mit individuellen Daten und Reflektionen zu verknüpfen, der Frage nachzugehen, welche entscheidungsrelevanten Prämissen sich z.B. hinter dem Wunsch nach Informationen über die sog. Beschäftigungsaussichten verbergen, welche Strategien einzuschlagen sind usw.

STEP A für Schüler und Schülerinnen mit Hochschulreife unternimmt erstmals den Versuch, die Zahl der Explorationskriterien zu erweitern und bisher primär mit Sachinformationen abgedeckte Bereiche zu individualisieren. Worum es dabei geht, soll am Beispiel des Kapitels "Beschäftigungsaussichten" (STEP A Seite 40 bis 47) veranschaulicht werden (eine englische Übersetzung dieses Kapitels liegt den Tagungsunterlagen bei).

Entscheidend für diesen Versuch ist, daß die globale Frage nach den "guten Beschäftigungsaussichten" sich bei näherem Zusehen als verständliches, aber fachlich unzureichendes Kürzel für ein Bündel verschiedener individueller Entscheidungsstrategien entpuppt. STEP führt acht solcher Strategien auf, reflektiert sie mit ihren Konsequenzen, ermuntert zu einer individuellen Stellungnahme/Bewertung und nennt – gestützt auf Ergebnisse der Arbeitsmarkt und Berufsforschung – Beispiele von Berufen, die der gewählten Strategie am ehesten entsprechen. Dieses Vorgehen nämlich die Individualisierung eines globalen Informationsbedarfs soll als Leitlinie für die Weiterentwicklung der STEP-Selbsterkundungsprogramme insgesamt dienen. Es ist abzuwarten, wieweit diese inhaltliche Erweiterung in der zur Zeit laufenden Evaluation bewertet wird. Je nach den Ergebnissen dieser Evaluation sollen allmählich zusätzlich individuell visierende Berufswahlkriterien in STEP einbezogen werden.

4.2 Weiterentwicklung durch EDV-Unterstützung

Gerade durch den Hinweis auf die Notwendigkeit der Erweiterung des Kriterienbestandes drängt sich die Frage auf, ob nicht ein Printmedium dadurch zunehmend überfordert ist. In der bisherigen Darstellung sind schon mehrfach solche Faktoren angeklungen, die die jetzigen medialen Grenzen aufzeigen/andeuten.

Wünschenswert im Sinne der eingangs geschilderten fachlichen Intentionen erscheint z.B.

- eine Erweiterung des Umfangs der Berufsalternativen

- eine Erweiterung des Umfangs der Selbstexplorationskategorien bzw. analog der die Berufsalternativen beschreibenden Kategorien

- eine Erweiterung der Einstiegsart in das Programm im Sinne einer unterschiedlichen individuelle Entscheidungssituationen auffangenden Zugangsart

- eine Möglichkeit, die unterschiedlichen Selbstexplorationsbereiche miteinander als Ganzes in Beziehung zu setzen

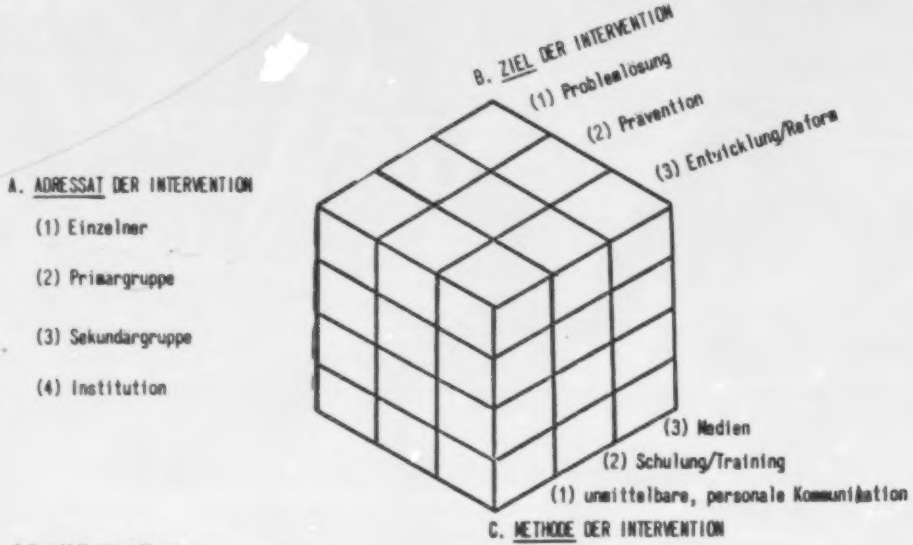
- eine Variabilität der individuellen Sequenzierung in Form unterschiedlicher Wege innerhalb des Programms in Verbindung mit möglich kurzen "Wegen" zur gewünschten Information

- eine wenig bearbeitungsaufwendige Möglichkeit, einmal getroffene Entscheidungen unter veränderten Prämissen zu wiederholen (Simulation)

- eine verstärkte Einbeziehung aktueller Informationen unter Realisierungsgesichtspunkten (evtl. sogar regionaler Aspekte).

Die einzige Möglichkeit der Realisierung solcher Wünsche ist eine Unterstützung von STEP durch ein EDV-Dialogsystem. In der Bundesrepublik Deutschland gibt es Vorüberlegungen, diese Weiterentwicklung durch gewisse "Anleihen" bei dem kanadischen System CHOICES einzuleiten. (Anlage 7 zeigt eine vergleichende Merkmalsbeschreibung beider Systeme). Im Rahmen einer solchen Weiterentwicklung müßten Funktion und Stellenwert der STEP-Programme als Printmedien neu festgelegt werden.

DIMENSIONSIONEN BERATERISCHEN HANDELNS*


B. ZIEL DER INTERVENTION
(1) Problemlösung
(2) Prävention
(3) Entwicklung/Reform
A. ADRESSAT DER INTERVENTION
(1) Einzelner
(2) Primargruppe
(3) Sekundargruppe
(4) Institution
(3) Medien
(2) Schulung/Training
(1) unmittelbare, personale Kommunikation
C. METHODE DER INTERVENTION

Anlage 1

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* Morill/Oetting/Hurst
in: The Personnel and Guidance Journal
Februar 1974

Anlage 2

Bundesanstalt für Arbeit
Der Präsident
IIa2 – 6200/6220

Nürnberg, 31. Juli 1975

Vorläufiger Lernzielkatalog der Berufsberatung für die Berufswahlvorbereitung

Ziel einer systematischen und umfassenden Berufswahlvorbereitung ist es, die Jugendlichen zu einer möglichst sachkundigen und eigenverantwortlichen Ausbildungs- und Berufsentscheidung zu befähigen.

Für den hierzu von der Berufsberatung zu leistenden Beitrag wurden – ausgehend von den in den Rechtsgrundlagen der Berufsberatung für die Berufsaufklärung ausgewiesenen Lerninhalten – die folgenden Richt-, Grob- und Feinlernziele erarbeitet und zusammengestellt. Diese Lernziele sind nach den Lernschwerpunkten: Problembewußtsein entwickeln (I), Informationen aufnehmen (II) und individualisieren (III) sowie Hilfen in Anspruch nehmen (IV) gegliedert.

Dieser Lernzielkatalog bildet die didaktische Grundlage für die Weiterentwicklung der berufswahlvorbereitenden Maßnahmen und Mittel der Berufsberatung.

Lernziele	Realisierungsformen
I. **Der Jugendliche erkennt grundlegende Merkmale der Ausbildungs- und Berufswahl.**	Berufsorientierende Schriften Ergänzend: Gruppenbesprechung
1. Der Jugendliche kennt das Grundrecht auf freie Wahl des Berufes und der Ausbildungsstätte und weiß um die Probleme der Verwirklichung.	
Der Jugendliche	
1.1 weiß, daß die freie Wahl des Berufes und der Ausbildungsstätte in Art. 12 GG garantiert ist;	
1.2 erkennt, daß es auch von der Vorbereitung auf die Ausbildungs- und Berufswahl abhängt, inwieweit er das Grundrecht auf freie Wahl des Berufes und der Ausbildungsstätte wahrnehmen kann;	
1.3 erkennt an Beispielen (numerus clausus, Ausbildungsstellenangebot, mangelnde persönliche Voraussetzungen), daß das Recht auf freie Wahl des Berufes und der Ausbildungsstätte faktischen Beschränkungen unterliegt;	
1.4 erkennt an Beispielen, daß die Freiheit der Berufswahl zugleich Chancen und Risiken beinhaltet.	
2. Der Jugendliche vergegenwärtigt sich einige lebensbedeutsame Aspekte der Ausbildungs- und Berufswahl.	
Der Jugendliche	
2.1 erkennt, daß die persönlichen Entfaltungsmöglichkeiten durch Ausbildung und Beruf mitbestimmt werden;	
2.2 erkennt, daß Ausbildung und Beruf weitgehend die Stellung des einzelnen in der Gesellschaft bestimmen;	
2.3 erkennt, daß die Berufstätigkeit die wirtschaftlichen Lebensgrundlagen sichert.	
3. Der Jugendliche erkennt die ihm mit der Ausbildungs- und Berufswahl gestellte Aufgabe.	
Der Jugendliche	
3.1 erkennt den prozessualen Charakter der Ausbildungs- und Berufswahl und ist motiviert, sich rechtzeitig, planvoll und kontinuierlich auf die Ausbildungs- und Berufsentscheidung vorzubereiten;	

Lernziele	Realisierungsformen
3.2 kann gesellschaftliche Einflußfaktoren (z.B. Familie, Freunde, Schule, Wohnort, Geschlecht) auf die Ausbildungs- und Berufswahl benennen und einige beispielhaft in ihrer Wirkung beschreiben;	
3.3 begreift, daß er sich am Prozeß der Ausbildungs- und Berufswahl aktiv beteiligen muß und seine Entscheidungen letztlich nur von ihm selbst verantwortet werden können;	
3.4 kennt typische Stadien des Ausbildungs- und Berufswahlprozesses und kann den Stand seiner Berufswahlvorbereitung beschreiben;	
3.5 erkennt die Notwendigkeit, vorhandene Informationsdefizite sowohl über sich selbst als auch über Ausbildung und Beruf abzubauen;	
3.6 berücksichtigt bei seiner Vorbereitung auf die Ausbildungs- und Berufswahl auch langfristige Berufsüberlegungen (wie u.a. Aufstieg, Verdienst, Sicherheit).	
II.	
Der Jugendliche hat einen Überblick über die seiner Bildungsstufe entsprechenden Bildungs-, Ausbildungs-/Studien- und Berufsmöglichkeiten und kann einzelne Ausbildungs-/Studiengänge und Berufe beschreiben.	Berufsorientierende Schriften Ergänzend: Gruppenbesprechung
1. Der Jugendliche erkennt die Bedeutung der schulischen Bildung im Hinblick auf die Ausbildungs-/Studien- und Berufswahl.	
Der Jugendliche	
1.1 kann anhand von Darstellungen des Bildungssystems im Hinblick auf bestimmte Bildungsziele alternative Bildungswege (einschließl. Zweiter Bildungsweg) beschreiben;	
1.2 weiß, für welche allgemeinen und beruflichen Bildungswege er mit dem jeweils bevorstehenden Bildungsabschluß die Zugangsvoraussetzungen erfüllt;	
1.3 erkennt im Hinblick auf eine mögliche Fächerwahl den Zusammenhang bestimmter schulischer Fächergruppen mit den Lerninhalten bestimmter Ausbildungs-/Studienbereiche.	Gruppenbesprechung Ergänzend: Berufswahlvorbereitende Selbsterkundungsprogramme
2. Der Jugendliche kennt die verschiedenen Formen der Berufsausbildung/Arten des Studiums und kann einzelne Ausbildungs-/Studiengänge analysieren.	Berufsorientierende Schriften Berufskundliche Informationsschriften
Der Jugendliche (der Sekundarstufe I)	
2.1.1 kennt die typischen Unterschiede zwischen ausgebildeten, angelernten und ungelernten Arbeitskräften unter den Aspekten der Tätigkeitsanforderungen, der Einkommenserwartungen, des Beschäftigungsrisikos und der Aufstiegsmöglichkeiten u.a.;	
2.1.2 kennt den Unterschied zwischen der Berufsausbildung in Vollzeitschulen und in der dualen Form;	
2.1.3 kann anhand von Ausbildungsordnungen den Unterschied zwischen herkömmlicher Berufsausbildung und Stufenausbildung erläutern;	
2.1.4 ist über das Berufsgrundbildungsjahr vorinformiert (berufliche Grundbildung auf Berufsfeldbreite, mögliche Schwierigkeiten beim Übergang in die Fachausbildung, Einrichtungen am Wohnort);	
2.1.5 erkennt an Beispielen, daß die berufliche Verwendungsbreite einzelner Ausbildungsgänge unterschiedlich ist;	
2.1.6 ist über Angebot und Nachfrage an Ausbildungsstellen vorinformiert und weiß, daß er hierzu ausführliche Informationen bei der Berufsberatung erhalten kann;	Gruppenbesprechung Ergänzend: Vortragsveranstaltung
2.1.7 weiß, welche Schritte er und seine Eltern im Hinblick auf den Abschluß eines Berufsausbildungsvertrages unternehmen müssen und auf welche Vertragspunkte besonders zu achten ist;	Berufsorientierende Schriften Ergänzend: Gruppenbesprechung
2.1.8 kennt weiterführende berufliche Bildungsgänge (z.B. Berufsaufbauschulen, Berufsfachschulen, Fachoberschulen, Fachschulen).	

Lernziele	Realisierungsformen
Der Jugendliche (der Sekundarstufe II)	Gruppenbesprechung Ergänzend: Berufsorientierende Schriften
2.2.1 kann zu der Alternative „Hochschulstudium oder unmittelbare Berufsausbildung" argumentativ Stellung nehmen;	
2.2.2 hat einen Überblick über Ausbildungsbereiche für Absolventen der Sekundarstufe II und weiß, für welche Ausbildungsgänge die Hochschulreife erforderlich ist;	Berufskundliche Informationsschriften Ergänzend: Vortragsveranstaltung
2.2.3 kennt die verschiedenen Ausbildungsformen (betriebliche Ausbildung, Laufbahnausbildung im öffentlichen Dienst, Akademieausbildungen, Fachschulausbildungen, innerbetriebliche Assistentenausbildung, Praktika, Volontariate) und kann sie unter den Aspekten des formalen Abschlusses, der Einkommenserwartungen, der Aufstiegsmöglichkeiten und der beruflichen Verwendungsbreite erläutern;	
2.2.4 kennt berufliche Ausbildungsgänge, die als mögliche Vorbereitung auf das Studium und das spätere Berufsleben bestimmten Studiengängen vorgeschaltet werden können;	
2.2.5 ist über Angebot und Nachfrage an Ausbildungsstellen/Praktikantenplätzen in den einzelnen Ausbildungsbereichen vorinformiert und weiß, daß er hierzu ausführliche Informationen bei der Berufsberatung erhalten kann;	Gruppenbesprechung
2.3.1 hat einen Überblick über die Studienmöglichkeiten und Kenntnis von den verschiedenen Hochschularten, deren Zugangsvoraussetzungen, Dauer der Ausbildungsgänge und deren Abschlüssen;	Berufskundliche Informationsschriften Ergänzend: Vortragsveranstaltung
2.3.2 erkennt beispielhaft an einer ausgewählten Studienordnung, daß im Verlauf des Studiums beruflich relevante Schwerpunkte gebildet werden können;	Gruppenbesprechung Ergänzend: Berufskundliche Informationsschriften
2.3.3 erkennt an zwei extremen Beispielen, daß die berufliche Verwendungsbreite einzelner Studiengänge unterschiedlich ist;	
2.3.4 ist über das Studienplatzangebot (numerus clausus) und das Bewerbungsverfahren vorinformiert und weiß, wo er darüber ausführliche Informationen erhalten kann.	
3. Der Jugendliche hat einen Überblick über die Berufsmöglichkeiten und kann einzelne Berufe analysieren.	Berufsorientierende Schriften Berufskundliche Informationsschriften Ergänzend: Gruppenbesprechung Vortragsveranstaltung
Der Jugendliche	
3.1 kennt Kriterien, mit deren Hilfe die Vielzahl der Berufe zu überschaubaren Berufsbereichen geordnet werden kann;	
3.2 kann die Kategorien Zugangsvoraussetzungen, Anforderungs- und Tätigkeitsmerkmale, Ausübungs- und Aufstiegsformen, regionale und sektorale Verteilung, quantitative und qualitative Veränderungen und Einkommenschancen an vorgegebenen Berufsbeschreibungen konkret erläutern;	
3.3 kann Informationsmaterial zu einem Einzelberuf nach bestimmten Kategorien (vgl. 3.2) ordnen und erkennt, daß er mit Hilfe dieser Beschreibungs-/Beobachtungskategorien auch eigeninitiativ Berufserkundungen durchführen kann;	Gruppenbesprechung Ergänzend: Berufskundliche Informationsschriften
3.4 kennt typische Ursachen für die Entstehung/Veränderung von Berufstätigkeiten und kann sie an einem Beispiel erläutern;	
3.5 ist über die regionale Berufsstruktur vorinformiert und weiß, daß er hierzu weitere Informationen bei der Berufsberatung erhalten kann.	Gruppenbesprechung
4. Der Jugendliche ist fähig, Informationen über Beschäftigungsaussichten differenziert zu erfragen/bewerten.	Berufsorientierende Schriften Ergänzend: Gruppenbesprechung
Der Jugendliche	
4.1 kennt die wichtigsten Bedingungen, von denen die generellen Beschäftigungsaussichten abhängen;	

Lernziele	Realisierungsformen
4.2 erkennt an Beispielen, daß sich die die generellen Beschäftigungsaussichten bestimmenden Bedingungen durch unkalkulierbare Einflußfaktoren in unvorhersehbarer Weise entwickeln können; 4.3 erkennt an Beispielen, daß die Aussichten, eine der Ausbildung/dem Studium entsprechende Beschäftigung zu finden, je nach der beruflichen Verwendungsbreite der Ausbildung unterschiedlich sein können; 4.4 erkennt an Beispielen, daß die Aussichten, eine der Ausbildung/dem Studium entsprechende Beschäftigung zu finden, regional unterschiedlich sein können; 4.5 erkennt an Beispielen, daß die Aussichten, eine der Ausbildung/dem Studium entsprechende Beschäftigung zu finden, für bestimmte Gruppen (Frauen, Ausländer ...) unterschiedlich sein können; 4.6 erkennt an Beispielen, daß die Aussichten, eine der Ausbildung/dem Studium entsprechende Beschäftigung zu finden, auch von persönlichen Voraussetzungen und Zielvorstellungen abhängen. 5. Der Jugendliche ist sich bewußt, welche Bedeutung der beruflichen Weiterbildung im Berufsleben zukommt. Der Jugendliche 5.1 erkennt an Beispielen der Entstehung/Veränderung von Berufstätigkeiten, daß die in der Berufsausbildung erworbenen Kenntnisse und Fähigkeiten nicht für das gesamte Berufsleben ausreichen; 5.2 erkennt, daß eine Verbreiterung der Berufsgrundlage durch berufliche Weiterbildung das Beschäftigungsrisiko mindert; 5.3 erkennt an exemplarischen Berufsverläufen, daß berufliche Weiterbildung eine wesentliche Voraussetzung für den beruflichen Aufstieg darstellt; 5.4 ist über Formen und Möglichkeiten der beruflichen Weiterbildung vorinformiert und weiß, wo er hierzu ausführliche Informationen einholen kann.	
III. **Der Jugendliche hat einen Überblick über die berufswahlrelevanten persönlichen Voraussetzungen für den Ausbildungs- und Berufserfolg; er kann diese in Beziehung zu Ausbildungs- und Berufsalternativen setzen.**	Berufswahlvorbereitende Selbsterkundungsprogramme Ergänzend: Gruppenbesprechung
1. Der Jugendliche vergegenwärtigt sich die grundlegende Bedeutung der persönlichen Voraussetzungen für die Ausbildungs- und Berufswahl. Der Jugendliche 1.1 erkennt, daß der Ausbildungs- und Berufserfolg in hohem Maße von persönlichen Voraussetzungen bestimmt wird; 1.2 ist sich bewußt, daß die persönlichen Voraussetzungen aufgrund der Persönlichkeitsentwicklung modifiziert werden; 1.3 ist sich bewußt, daß bei der Ausbildungs- und Berufswahl Konflikte zwischen den Erwartungen und den objektiven Gegebenheiten entstehen können. 2. Der Jugendliche erkennt einzelne psychische und physische Voraussetzungen und ist bereit und fähig, sie durch Verhaltensbeobachtungen zu ermitteln. Der Jugendliche 2.1 ist sich der Vielschichtigkeit der Bezeichnung „Eignung" bewußt und kann zwischen psychischen und physischen Voraussetzungen unterscheiden; 2.2 weiß, daß berufswahlrelevante psychische Dispositionen durch gezielte Beobachtungen des Verhaltens in bestimmten Situationen erkannt werden können;	

Lernziele	Realisierungsformen
2.3 ist sich verschiedener Motive für die Bevorzugung/Ablehnung einzelner Ausbildungs- und Berufsalternativen bewußt und kann sie hinsichtlich ihrer Art, Herkunft und Tragweite unterscheiden;	
2.4 kennt einzelne Interessenbereiche und kann sie hinsichtlich ihrer Intensität, Konstanz und Berufswahlrelevanz unterscheiden;	
2.5 kann berufliche Erwartungen artikulieren und in eine Rangfolge bringen;	
2.6 kennt verschiedene intellektuelle Leistungsbereiche und kann anhand von Schulleistungen Schwerpunkte feststellen;	
2.7 kennt weitere für den Ausbildungs- und Berufserfolg wichtige Persönlichkeitsmerkmale (Arbeitshaltung, Risikobereitschaft u.a.);	
2.8 kennt die wichtigsten körperlichen Voraussetzungen für den Ausbildungs- und Berufserfolg und die entsprechenden Daten über seine körperliche Entwicklung und seinen Gesundheitszustand;	
2.9 ist sich der Komplexität der Wechselbeziehungen von persönlichen Voraussetzungen und beruflichen Anforderungen bewußt.	
3. Der Jugendliche kennt die Problematik der Selbsteinschätzung und ist bereit, die Möglichkeiten ergänzender/korrigierender Fremdbeurteilungen zu nutzen.	
Der Jugendliche	
3.1 kennt Fehlerquellen für eine zutreffende Selbsteinschätzung;	
3.2 kennt die wichtigsten Personen (Eltern, Lehrer, Arzt ...) für eine ergänzende Fremdeinschätzung;	
3.3 weiß, daß das Gespräch mit dem Berufsberater u.a. auch zur Verbesserung der Selbstbeurteilung beitragen kann;	
3.4 weiß, daß psychologische Eignungsuntersuchungen qualifiziertere Formen ergänzender Fremdbeurteilungen sind;	
3.5 ist über den spezifischen Aussagewert der wichtigsten Fremdbeurteilungen vorinformiert.	
IV.	
Der Jugendliche kennt die Berufsberatung und ist bereit und fähig, sie in Anspruch zu nehmen.	Gruppenbesprechung Ergänzend: Berufsorientierende Schriften
1. Der Jugendliche kennt die Orientierungs-, Informations-, Entscheidungs- und Realisierungshilfen der Berufsberatung und kann sie bei seiner Ausbildungs- und Berufswahl systematisch in Anspruch nehmen.	
Der Jugendliche	
1.1 ist über Zielsetzung, Inhalt und Umstände (Ort, Zeit ...) der von der zuständigen Berufsberatung gebotenen berufsorientierenden Maßnahmen unterrichtet;	
1.2 ist über Zielsetzung und Inhalt der für seine Bildungsstufe relevanten berufswahlvorbereitenden Schriften vorinformiert und kennt ihre Bezugsquellen;	
1.3 hat eine hinreichend deutliche Vorstellung von der Beratung als Entscheidungshilfe;	
1.4 weiß, daß die Berufsberatung erforderlichenfalls mit seinem Einverständnis eine psychologische und ärztliche Eignungsuntersuchung durchführen lassen kann und kennt den Zweck solcher Untersuchungen;	
1.5 ist sich bewußt, daß ein ergiebiges Beratungsgespräch den „orientierten" Ratsuchenden voraussetzt und daher eine gezielte Beratungsvorbereitung erfordert (in die Benutzung der STEP-Programme einüben);	
1.6 erkennt, daß das Beratungsgespräch durch die Beteiligung der Eltern und durch das Vorliegen einer „Stellungnahme der Schule für die Berufsberatung" (Verfahren erläutern) abgesichert wird;	

Lernziele	Realisierungsformen
1.7 kennt das Verfahren der „Beratung nach Vereinbarung";	
1.8 weiß, daß die Berufsberatung Ausbildungsstellen vermittelt (auch überbezirklich) und dabei „darauf hinzuwirken (hat), daß geeignete Ratsuchende in fachlich, gesundheitlich und erzieherisch einwandfreie Ausbildungsstellen untergebracht werden";	
1.9 weiß, daß die Berufsberatung auch schulische Ausbildungsmöglichkeiten nachweist;	
1.10 weiß, daß die Berufsberatung bei der Vermittlung von Ausbildungsstellen nur Vorschläge unterbreitet und die Verantwortung für den Abschluß eines Ausbildungsvertrages bei ihm und seinen Erziehungsberechtigten liegt;	
1.11 kennt die Bestimmungen des Jugendarbeitsschutzgesetzes über die Notwendigkeit einer ärztlichen Untersuchung vor Aufnahme einer betrieblichen Ausbildung;	
1.12 ist über die Ausbildungsförderung nach dem AFG und dem BAföG vorinformiert und weiß, wo er darüber ausführliche Informationen erhält und gegebenenfalls die Förderung beantragen kann;	
1.13 weiß, daß in berufsvorbereitenden Maßnahmen auf eine Berufsausbildung bzw. berufliche Tätigkeit vorbereitet werden kann und daß die Voraussetzungen und Bedingungen für die Teilnahme an diesen Maßnahmen nur in einem Beratungsgespräch abgeklärt werden können;	
1.14 weiß, daß die Berufsberatung für behinderte Jugendliche spezifische Hilfen bereithält und daß es für diesen Personenkreis besonders wichtig ist, durch ein frühzeitiges Beratungsgespräch die Vorbereitung und Realisierung der Ausbildungs- und Berufswahl zu individualisieren.	
2. Der Jugendliche kann die Hilfen der Berufsberatung in das Gesamtkonzept seiner Vorbereitung auf die Ausbildungs- und Berufswahl einordnen.	
2.1 Der Jugendliche ist über die Hilfen der Berufsberatung und die berufsorientierenden Lernangebote seiner Schule unter dem Aspekt ihres (gegebenenfalls herzustellenden) Lernzusammenhangs unterrichtet;	
2.2 ist bereit, die Berufswahlvorbereitung durch Schule und Berufsberatung eigeninitiativ zu ergänzen, vor allem die durch Betriebspraktika/Betriebsbesichtigungen/Berufserkundungen angeregte unmittelbare Auseinandersetzung mit der Berufswirklichkeit fortzuführen, zu erweitern und zu vertiefen;	
2.3 erkennt, in welcher Weise die Erziehungsberechtigten eine Berufswahlvorbereitung unterstützen können;	
2.4 achtet auf einschlägige Beiträge in Zeitungen, Hörfunk und Fernsehen und bezieht sie in seine Vorbereitung auf die Ausbildungs- und Berufswahl ein;	
2.5 erkennt an einem Beispiel den Unterschied zwischen objektiver Berufsinformation und interessengesteuerter Berufswerbung.	
3. Der Jugendliche erkennt die Hilfen der Berufsberatung als Teil eines umfassenden, auch für das spätere Erwerbsleben wichtigen Dienstleistungsangebotes des Arbeitsamtes.	
Der Jugendliche	
3.1 weiß, daß die Berufsberatung von den Arbeitsämtern durchgeführt wird;	
3.2 weiß, daß ihm die Arbeitsämter auch in seinem späteren Erwerbsleben mit Diensten und Leistungen – u. a. durch Arbeitsvermittlung, Leistungen zur beruflichen Fortbildung und Umschulung und bei Arbeitslosigkeit – zur Verfügung stehen;	
3.3 weiß, daß die Dienste und Leistungen der Arbeitsämter ihre gesetzliche Grundlage im AFG haben;	
3.4 weiß, daß er – bei Vorliegen der jeweils geforderten Voraussetzungen – einen Rechtsanspruch auf bestimmte Leistungen nach dem AFG hat;	
3.5 weiß, daß die Dienste und Leistungen nach dem AFG aus Beiträgen der Arbeitnehmer und Arbeitgeber finanziert werden.	

Anlage 3

STEP-Kapitel	Arbeitsschritt in STEP Teil 1	Lernziel im Lernzielkatalog *)
Seite 2 - 3	Der Jugendliche kann sich in sicherer bzw. unsicherer Berufswahlsituation wiederfinden. Er erfährt, daß er durch richtiges Einschätzen der eigenen Erwartungen und Fähigkeiten in gewissem Sinne künftigen Berufserfolg und -zufriedenheit selbst mitbeeinflussen kann.	Der Jugendliche - kann den Stand seiner Berufswahlvorbereitung durch Zuordnung zu zwei typischen Situationen beschreiben (I 3.4), - erfährt, daß Berufserfolg in hohem Maß von persönlichen Voraussetzungen bestimmt wird (III 1.1).
Seite 4 - 5	Der Jugendliche lernt unterschiedliche Erwartungen anhand anschaulicher, teilweise bewußt umgangsprachlicher Formulierungen kennen. Er kreuzt eine Auswahl seiner Berufswahlmotive an und erhält Impulse, diese Fragen in seiner sozialen Umwelt zu besprechen.	- kennt einzelne Interessenbereiche und kann berufliche Erwartungen artikulieren (III 2.4, 2.5).
Seite 6 - 7	Es werden drei Probleme bei der Einschätzung von Berufserwartungen genannt und Tips zum richtigen Umgehen mit diesen Problemen gegeben.	- sieht, daß bei der Berufswahl Konflikte zwischen Erwartungen und objektiven Gegebenheiten entstehen können (III 1.3, 2.4).
Seite 8 - 14	Der Jugendliche lernt 10 wichtige Berufserwartungen kennen und gewichtet sie individuell.	- kann berufliche Erwartungen in eine (subjektive) Rangfolge bringen (III 2.5).
Seite 15-17 21-27 28-29	Bevor der Jugendliche seine Erwartungen mit Berufsmerkmalen in Beziehung setzt, wird dieses Vorgehen etwas relativiert. Er ermittelt das Ausmaß an Übereinstimmung von Berufserwartungen und einzelnen Berufen. Der Jugendliche wird je nach seiner Ergebnissituation zu den nächsten Schritten (weitere Berufe bzw. STEP 2. Teil) weitergeleitet (28-31).	- wird sich verschiedener Motive für eine Bevorzugung/Ablehnung einzelner Berufsalternativen bewußt (III 2.3); - kann persönliche Voraussetzungen in Beziehung zu Berufsalternativen setzen (Richtlernziel III, 2. Halbsatz).

*) vgl. Anlage 2

Anlage 4

Formaler Aufbau STEP B und C

Einleitung:

Einführung in die Aufgabenstellung von STEP: berufsbezogene Erwartungen und Fähigkeiten

Teil 1:

"Welche Erwartungen habe ich?"

- Darstellung von 10 berufsbezogenen Erwartungen
- Selbsteinschätzung in den 10 Erwartungen
- Vergleich mit Merkmalen ausgewählter (Ausbildungs-)Berufe
- Auswertung: Auswahl der "Spitzenreiter"
- Hinweise zum weiteren Vorgehen: Vorbereitung auf STEP Teil 2.

Teil 2:

"Welche Fähigkeiten habe ich?"

- Berufliche Anforderungen und berufsbezogene Fähigkeiten
- Darstellung von Fähigkeiten anhand von praktischen Aufgaben
- Selbsteinschätzung in den Fähigkeiten
- Vergleich mit Merkmalen von Berufsgruppen (mit gleichen bzw. ähnlichen Anforderungsmerkmalen)
- Auswertung: Auswahl der Berufsgruppe(n)

Abschluß:

Einladung zum Gespräch mit dem Berufsberater

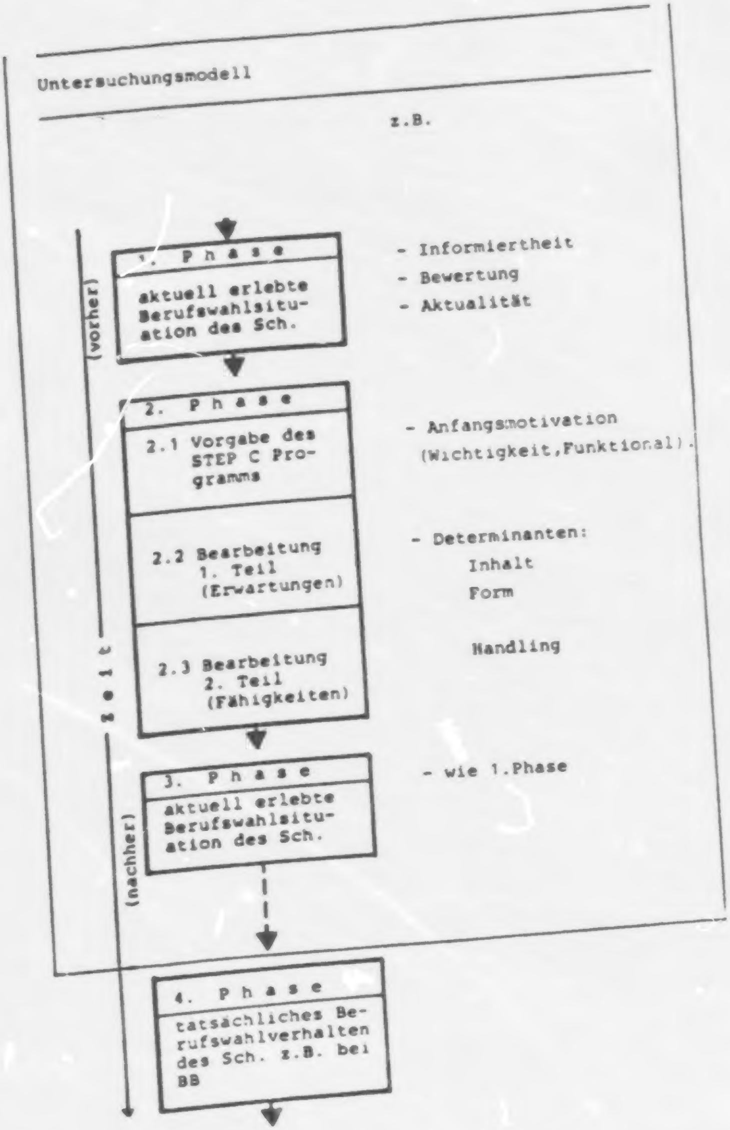
Referat IIa4
- 6301.4 -

Betr.: STEP
hier: Entwicklung 1975 - 80

	1975	1976	1977	1978	1979	1980	
STEP C	Entwicklungsarbeiten	1. Auflage • Evaluation (a) • Vortest von Programmteilen (b) • Expertenrating (c)	2. Auflage Evaluation (d)	3. Auflage Expertenrating (f)	4. Auflage Expertenrating (g)	5. Auflage	
STEP B				1. Auflage Evaluation (e) Expertenrating (f)	2. Auflage Expertenrating (g)	3. Auflage	
STEP A					Experimentalausgabe Evaluation (h)	1. Auflage Evaluation	

Anlage 5

Anlage 6


Untersuchungsmodell
z.B.
1. Phase
aktuell erlebte Berufswahlsituation des Sch.
- Informiertheit
- Bewertung
- Aktualität
2. Phase
2.1 Vorgabe des STEP C Programms
- Anfangsmotivation (Wichtigkeit,Funktional).
2.2 Bearbeitung 1. Teil (Erwartungen)
- Determinanten:
Inhalt
Form
Handling
2.3 Bearbeitung 2. Teil (Fähigkeiten)
3. Phase
aktuell erlebte Berufswahlsituation des Sch.
- wie 1.Phase
4. Phase
tatsächliches Berufswahlverhalten des Sch. z.B. bei BB
(vorher)
Zeit
(nachher)

Anlage 7

Nutzung von CHOICES zur Weiterentwicklung von STEP

Vergleich einzelner Merkmale von STEP (derzeitiger Stand) und CHOICES

1. Allgemeine Merkmale

Vergleichsmerkmal	STEP	CHOICES
Medium	Print-Medien	Computerunterstützter Dialog, vermittelt über Blattschreiber Terminal, in Verbindung mit Print-Medien
Zielgruppen	Haupt-, Realschüler und Abiturienten	Alle Gruppen von Ratsuchenden, auch Hochschulabsolventen und Personen mit Berufs-Praxis
DV-gerechte Berufsklassifizierung	Grobklassifikation von 96 Berufen bzgl. 17 Merkmalen	in Form des CCDO vorhanden
Eingliederung in Beratungskonzepte	in (bundes) deutsche BB	in Kanadische BB
Selbsteinschätzung	gestützte Einschätzung	spontane Einschätzung, z.T. Eingabemöglichkeit von Testergebnissen

2. Merkmale der Berufsinformation

Vergleichsmerkmal	STEP	CHOICES
Anzahl der Berufe	unter 100	über 1000
Anzahl der Kriterien	2 (Erwartungen, Fähigkeiten)	bis zu 13 (S. 1.1.3.1.1)
Differenzierte/Zugangsarten	"explore"	-explore -spesific -compare -related
Kombinationsmöglichkeiten maschinell	per "Augenschein	nahezu beliebige kombinationsmöglichkeiten maschinell
Wiederholbarkeit des Informationsabrufes unter veränderten Prämissen	nur mit erheblichem Bearbeitungsaufwand	beliebige - mit geringem Bearbeitungsaufwand - durch Änderung von Eingaben
Berücksichtigung regionaler Aspekte	-	Daten für alle Provinzen/Territorien Kanadas
Informationen über Ausbildungsstätten	-	geplant

3. Merkmale in Zusammenhang mit der Nutzung bzw. Bearbeitung

Vergleichsmerkmal	STEP	CHOICES
Bearbeitungsdauer	durch Umfang des gesamten Programms festgelegt	durch aktiv ausgewählte Programmteile individuell bestimmbar beliebig
Ort der Nutzung	individuell wählbar	an festen Arbeitsplätzen gebunden
Benutzerzahl	je nach Auflagenhöhe	örtlich und zeitlich beschränkt nach Zahl der Arbeitsplätze
Manifestation der Ergebnisse	auf "Karten" vom Bearbeiter selbst einzutragen	Dialog Protokoll durch Computerausdruck
Bearbeitungsaktivitäten	große Diversifikation möglich	beschränkt (gering)
Visualisierung/Illustration	Vielfalt durch Schrift- Bild-, Farbvariation	eingeschränkt durch Drucker
Rückblick auf bearbeitete Programmteile	Rückblättern im Heft	Nachlesen im Dialogprotokoll
Sequenzierung	eine intendierte Bearbeitungs abfolge	individuell angesteuerte, Abfolge

LA POLITIQUE DE COUNSELLING EN VUE DE LA FORMATION DE LA MAIN-D'OEUVRE

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Abstract. Counselling is provided as an extension of the on-going orientation process, according to the same vectors. It takes into consideration learning mechanisms and business strategy, particularly in the area of management of "Personnel" potential. It applies the theory propounded by systems to the analysis of situations and behaviour. However, all aspects of dynamic psychology are touched on — symbolic behaviour, spontaneous behaviour and attitudes, as well as the modes (intervention, influence, suggestions, decision making, guidance and so on).

Zusammenfassung. Die Beratung der Arbeitnehmer ist eine Fortführung der fortlaufenden beruflichen Orientierung und verfolgt dieselben Ziele mit ähnlichen Methoden. Sie richtet sich nach der Art der betrieblichen Aus- und Weiterbildung sowie nach den allgemeinen Managementregeln des Betriebes, insbesondere im Bereich des Personalmanagements. Sie analysiert Betriebssituationen und menschliche Verhaltensweisen nach der Systemtheorie, berücksichtigt jedoch alle Aspekte der dynamischen Psychologie — symbolische Verhaltensweisen sowie spontane Haltungen und Verhaltensweisen ebenso wie die verschiedenen Arten des Handelns, der Einflußnahme, der Suggestion, des Entscheidungsprozesses, der Führung usw.

1. Le Counselling en vue de la formation de la main-d'oeuvre s'effectue dans le prolongement du processus d'orientation continue. C'est-à-dire que la guidance psycho-médico-sociale constitue un accompagnement de l'individu, depuis le début de sa scolarisation jusqu'à son entrée dans le monde de l'emploi, en passant par les processus d'information, de maturation et de choix professionnels.

2. Le Counselling s'effectue suivant les mêmes vecteurs que l'orientation - processus, à savoir:

1° un vecteur individuel "d'engagement", selon un mode de vie librement choisi, compte tenu de l'autonomie de l'intéressé, de ses niveaux d'aspiration et d'expectation, mais aussi de l'influence de l'environnement;

2° un vecteur "pédagogique", largement tributaire des structures scolaires, mais à l'intérieur desquelles l'individu a pu opérer certains choix, sur la base de l'information dont il disposait et dans les limites permises par les dispositions réglementaires. Les filières scolaires offrent ainsi un certain degré d'individualisation;

3° Un vecteur "socio-économique", fortement lié à la structure économique, au marché de l'emploi qui en découle, aux débouchés offerts par les études, et influencé par l'information dont l'intéressé dispose concernant les professions;

4° un vecteur "somatique", propre à chaque être humain, découlant de son état de santé, de son hygiène de vie et de ses handicaps éventuels;

5° un vecteur "intérêts", étant entendu par là, tant les goûts et tendances vers des activités générales (telles que loisirs et sports) que les intérêts proprement professionnels;

6° un vecteur "aptitudes", permettant d'évaluer aussi bien les dispositions naturelles que l'individu n'a pas encore eu l'occasion de mettre en oeuvre, que celles qui ont été développées pour devenir de réelles capacités ou savoir-faire;

7° un vecteur "affectif", dans lequel intervient toute la dynamique de la personnalité;

8° enfin, un vecteur "capacités scolaires", qui regroupe les acquis et les connaissances glanées antérieurement par le candidat.

3. Le Counselling tient compte des mécanismes de l'apprentissage tels qu'ils ressortent des

études de la psychologie expérimentale, d'une part, et tels que la pédagogie de la formation professionnelle les a construits empiriquement, d'autre part.

En particulier, il convient de tenir présent à l'esprit qu'il s'agit d'adultes et non plus d'enfants ou, éventuellement, d'adolescents. Le domaine dans lequel s'effectuera la formation n'est pas sans importance : qu'il s'agise de l'apprentissage de conduites motrices, de liaisons sensori-motrices, de conduites intellectuelles, de la formation de concepts, ou de domaines plus complexes visant la formation technique, la gestion, ou encore : la formation aux relations humaines.

Il faudra connaître au préalable le mode de formation qui sera utilisé : apprentissage individuel ou collectif, enseignement classique ou programmé, étude de cas ou jeu d'entreprise, training group ou groupes de discussion, etc.

De même le rôle ou le degré de participation active de l'individu dans sa propre formation a une incidence non négligeable dont il faudra forcément tenir compte. On ne perdra pas de vue que chaque expérience professionnelle revêt une importance particulière dans le développement non seulement professionnel mais personnel de l'individu.

Les traumatismes dans ce dernier domaine sont bien plus graves durant la période d'établissement (25 à 40 ans) que durant l'étape d'exploration (14 à 25 ans), pour employer la terminologie de D. Super.

4. Mise à part la formation générale et la formation professionnelle de base, chaque travailleur sera formé de manière particulière, compte tenu de ses potentiels, d'une part, mais aussi, compte tenu des caractéristiques du poste

à occuper. Celles-ci sont directement influencées par la stratégie de l'entreprise.

Aussi convient-il de savoir :

- qui fixe la stratégie de l'entreprise?
- qui définit sa politique?
- quels sont les critères de validité de cette politique?
- quelle importance est accordée à la fixation des objectifs?
- comment s'effectue la prévision afin de planifier l'avenir?
- quels sont les divers paramètres retenus? Comment se recueillent les données et les faits?
- qui prend les décisions? Comment?

5. En ce qui concerne plus précisément la gestion du personnel de l'entreprise, la politique devra être clairement définie en ce qui concerne :

- la prévision des besoins en main-d'oeuvre,
- le bilan et la prévision des disponibilités,
- le recrutement ou le choix du personnel.

Dans ce dernier domaine, en particulier, il faudra connaître par le détail les processus, la procédure, la logique et la cohérence réglant :

- le recrutement,
- la sélection,
- l'affectation,
- l'appréciation ("merit rating"),
- la promotion,
- la mutation,

- le licenciement,
- la mise à la retraite, etc.

6. Une entreprise est un organisme complexe, dont il convient, à l'instar de ce qui se passe pour l'organisme humain, de connaître d'abord la physiologie.

Le moyen le plus simple consiste à concevoir l'environnement professionnel comme un système. On étudiera les différents types de modèles

- les modèles sans relation entre les éléments;
- les modèles comportant des relations entre les éléments;
- les modèles du comportement, par l'observation, l'expérimentation ou l'accroissement du niveau de résolution;
- les modèles psycho-sociologiques, tel celui des motivations de Maslow ou celui des communications dans les organisations;
- les modèles dérivés de la cybernétique, avec le passage par les notions d'objectif, de régulation par feed-back, de matrices de découverte, etc.

Il est évident que l'étude de l'organisation ne peut s'arrêter à la simple description statique ou dynamique. Elle amène le conseiller à s'interroger non seulement sur les règles de fonctionnement et les qualités des agents réalisant les diverses opérations, mais aussi sur les mécanismes de contrôle, sur la régulation, sur les possibilités de modification, etc.

7. En pratique, nous connaissons depuis plusieurs décennies une méthodologie propre à la psychotechnique d'appropriation professionnelle susceptible de résoudre les divers problèmes allant de l'analyse des fonctions (par des

techniques multiples et variées) à l'insertion du travailleur, en passant par l'analyse de ses potentialités (aux moyens d'épreuves de situation ou de tests aux critères de validité scientifiquement définis), l'évaluation ou le merit-rating, ou la technique de l'incident critique.

Mais c'est assez récemment que l'on a noté un intérêt accentué pour l'interview de counselling. Les raisons en sont diverses. Au cours des "golden sixties" il devenait de plus en plus inconcevable de soumettre un candidat à un poste à une procédure de recrutement longue et fastidieuse; les occasions d'embauche ne manquaient pas. D'autre part, le mouvement général en faveur du respect de l'individu et plus particulièrement de sa pensée et de son affectivité, ont circonscrit les investigations à l'essentiel. Enfin, le chômage endémique résultant de la restructuration économique a amené à conseiller l'individu, plutôt qu'à lui refuser à répétition les postes pour lesquels il se porte candidat. Loin de se borner à un simple entretien de contact limité à pourvoir d'un travailleur le poste de travail vacant, ou encore à effectuer un entretien visant à recueillir de manière exhaustive toutes les caractéristiques du candidat, l'interview de counselling, au contraire, amorce une véritable guidance du personnel à former. C'est-à-dire que l'on vise aussi bien le développement harmonieux des potentialités de l'individu, que la gestion active du capital personnel des entreprises.

8. Tous les aspects de la psychologie dynamique se retrouvent dans le counselling en vue de la formation.

On établit les besoins et on s'efforce de mettre en évidence ceux qui sont favorables sur le plan du développement professionnel. La hiérarchie des besoins et leur subordination doit nécessairement être prise en considération, sous peine d'éclosion de conflits intérieurs ou de leur extériorisation dans les relations professionnelles. Les méthodes d'investigation envisageront aussi bien l'observation des stratégies personnelles, que l'exploitation des expressions de conscience (en prêtant une attention particulière aux déformations, à la rationalisation, aux projections spéculaires, cathartiques, complémentaires).

Le counselling tiendra compte du comportement instinctif car, se manifestant avant tout apprentissage, il peut aisément servir de base solide à des conditionnements rapidement efficients. Les mécanismes de défense feront l'objet d'une observation attentive, car certaines activités professionnelles sont particulièrement sensibles à toute erreur d'adaptation de la part de l'individu.

9. L'objectif du counselling en vue de la formation de la main-d'oeuvre est de déclencher le plus rapidement les déterminants internes favorables à l'apprentissage des conduites et des attitudes adéquates. Les relations interpersonnelles seront améliorées. Les mécanismes de défense (par refoulement, excès d'information, etc.) et leurs extériorisations (conduites narcissiques ou dépendantes, rationalisation, isolation, fuite dans la fiction, etc.) feront l'objet d'une action en profondeur. Il faut toutefois remarquer que certaines de ces conduites peuvent être temporairement bénéfiques, comme par exemple la sublimation, la fuite dans la réalité, etc.

On s'attachera en outre à la solution des conduites symboliques (surtout celles inspirées par le besoin hédonique) et à la résolution de la frustration, à laquelle tous les individus n'ont pas été préparés par leur éducation familiale ou scolaire.

10. Il convient de remarquer que le counselling n'échappe pas dans ce domaine aux difficultés psychologiques inhérentes à la démarche d'intervention. Ceci implique une incidence de la valence du conseiller, autrement dit : de son image de marque ou de la confiance que lui témoignent les travailleurs aussi bien que les dirigeants de l'entreprise.

Enfin, il est indéniable que le counselling dans ce domaine ne peut se cantonner à une approche non directive. Il utilisera notamment la voie de l'influence, mais également celles inspirées des théories de la gestalt, du behaviorisme, de la bio-énergétique, etc. dans la mesure où elles permettent d'atteindre plus aisément l'objectif fixé.

Nous conclurons en disant que la méthodologie du counselling en vue de la formation de la main-d'oeuvre, tout en ne perdant pas de vue l'efficacité de son action, réintroduit pleinement le facteur humain à la place qui lui revient.

COMPETENCY-BASED IN-SERVICE PROGRAM OF THE CANADA EMPLOYMENT AND IMMIGRATION COMMISSION

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Sommaire. Ce programme comportant sept étapes est élaboré pour améliorer la compétence des conseillers d'emploi actuels et pour fournir une formation appropriée aux nouveaux conseillers. Chaque étape inclura une phase d'introspection et une autre de formation collective. Cette présentation comprendra: (a) une vue d'ensemble faisant ressortir la méthodologie à être adoptée, (b) présentation de trois étapes au programme: (1) évaluation — déterminer les problèmes d'emploi éprouvés par le client, obtenir son engagement à s'efforcer de les résoudre; (2) consultation individuelle — mise en pratique de techniques axées sur la prise de décisions et l'apprentissage de comportements appropriés en matière d'emploi; (3) consultation collective — mise en pratique d'une méthode pour résoudre les problèmes applicable à la consultation d'emploi collective.

Zusammenfassung: Dieses siebenteilige Programm wird entwickelt, um den Fähigkeitsgrad bereits beschäftigter Berufsberater zu steigern und eine umfassende Ausbildung für den Beraternachwuchs zu gewähren. Jeder Programmteil besteht aus Selbststudium und Gruppenschulung. Der Vortrag wird wie folgt aufgeteilt: (a) Übersicht über die Schwerpunkte des systematischen Modells; (b) Darstellung von drei Programmteilen: (1) Bewertung — Kennzeichnung der beruflichen Anliegen des Klienten; Zusicherung der Mitarbeit des Klienten an den Lösungen; (2) Einzelberatung — Anwendung der am Entscheidungsprozeß und am Erlernen des richtigen Berufsverhaltens orientierten Strategien; (3) Gruppenberatung — Anwendung eines problembewältigenden Ansatzes auf die Gruppenberatung.

PART 1 — Lynne Bezanson

It will, I hope, be useful and informative for you, before discussing the more specific content of the competency-based training program we are in the process of developing, to provide you with some pertinent background on the particularities of the Canada Employment and Immigration Commission which must dictate the structure and extent of training we can undertake. As well I would like to discuss briefly our experience in implementing nationally one competency-based program in test interpretation, with a particular focus on what we have learned from this experience which is applicable to the directions we are undertaking in mounting this much more extensive training program. Following a brief discussion of these background issues, I will provide an overview of the total program to be followed by a more in-depth look at the first three modules currently under development.

As many will already know, or will have learned in previous workshops, the CEIC is a highly decentralized department. It is organized into regions which are essentially equivalent to provinces, except that the British Columbia Region includes the Yukon and the Alberta Region includes the Northwest Territories. National Headquarters has the overall responsibility for employment counselling policy, the administration of specific employment counselling programs and the quality of employment counselling services. Each region has a Chief of Counselling or the equivalent who, with his/her regional staff, is responsible for employment counselling services throughout his/her specific region. In larger regions, there is a further sub-division into districts before finally arriving at the Canada Employment Centres where approximately 4,000 employment counsellors are delivering employment counselling services to clients.

Training programs for counsellors have traditionally been developed and delivered by regional and district employment counselling staff. While this has resulted in some excellent individual training programs, it has also resulted in an absence of national uniformity both in the quantity and quality of training provided to new and existing counsellors. In smaller regions, particularly, the individual responsible for employment counselling services often wears many hats and is responsible and accountable for a wide variety of programs and services. The amount of time which could therefore be devoted specifically to counsellor training has varied widely.

Employment counsellors come to us from a variety of educational and work experience backgrounds. There are, at this time, no specialized academic qualifications required of counsellors. In recent years, it has been possible, through changing labour market conditions to attract and recruit increasing numbers of counsellors with university degrees and, in some cases, Master's degrees in psychology, counselling or related areas. At the same time, a significant percentage of counsellors have high school graduation, often supplemented with specific course credits from universities or Bachelor's degrees in a wide variety of disciplines. From a training perspective, this of course presents a major challenge to course developers as assumptions cannot be made concerning a common entry level of counsellor knowledge and skill.

It was also the case in Canada, until fairly recently, that university psychology and counselling courses have been largely experimental, therapeutic or educational in orientation. Very few courses have been available with a specific focus on adult career, employment and placement counselling. Graduates in psychology or counselling, working in an employment setting, thus adapted and adjusted their knowledge of counselling theory and practice to the non-experimental and non-therapeutic milieu in which they were now situated. This of course resulted in a wide diversity of counsellor orientations and combined with the non-availability of a solid curriculum focused on the specific discipline of employment counselling lead to frequent misconceptions of the process and goals of employment counselling.

In an organization the size of the CEIC, this of course becomes crucial as the resources available for training are not unlimited and will be directed into areas which are both understood and which can be expected to produce tangible results in terms of placing clients directly in employment or in training programs leading to employment. Misconceptions concerning the nature of employment counselling with which many of you will be familiar – such as paraprofessional social work, client hand-holding, a lot of supportive conversation leading nowhere – have not been helpful in acquiring extensive resources for training of counsellors.

These background factors are brought to your attention in order that you may understand the directions of our current training efforts and the organizational elements which must be respected in order to gain acceptance of a comprehensive national program which will require a considerable investment in time and resources. The following, if you will, are our givens:

(1) Any training program must be sufficiently flexible to accommodate the diverse backgrounds of employment counsellors. The content, level and methodology must be carefully researched and tailored to the diverse training needs of the counsellor population. Typical university and academic programs cannot be 'borrowed' as they are insufficiently specific to the employment setting and they tend to assume a common entry level of learning.

(2) Training must be provided not only to new counsellors, but to many of the existing 4,000 working counsellors. Given these numbers, centralized training and extended training would be prohibitive. Therefore training delivery must continue to be decentralized and at the same time

must respect the capacities of smaller regions to deliver the program and provide support as required. In addition, the content of the program must be highly specific to the employment setting and to the actual doing of the job. All training time must be maximized and theoretical material restricted to the essential.

(3) An extensive program must achieve a national and consistent standard in counsellor training which is both realistic and meaningful.

(4) Finally, given the growing emphasis in the organization on accountability, employment counselling must be seen to achieve results. In our setting, results are most frequently measured by numbers of placements or at least demonstration that clients have been assisted in actively moving towards placement.

The amount of time a counsellor may spend with an individual client is also limited. Therefore it is imperative that employment counselling be highly goal and achievement oriented, that it be perceived as a goal-directed process and that, over time, its results can be measured.

Testing Certification Program:

Within these parameters, the Commission began to develop in 1977 a training program designed to establish a national standard in the area of aptitude and interest test measurement and interpretation. In many ways the program has become a prototype for the new training program we are developing.

The experience of implementing the program and the lessons learned from both its successes and difficulties are assiting us enormously in the decisions being made about the new program.

Without going into lengthy detail, I would like to provide you with a capsule of the program and focus on the lessons learned from its development.

The program was competency-based and included, for the first time in the history of the Commission, a certification requirement. The Commission policy was established that counsellors who would, as of a specific date, interpret tests with clients as part of their duties, must have successfully demonstrated their competencies to do so. Those unsuccessful in the program would cease test interpretation as part of these duties.

The program included three major components:

(1) A self-study component - consisting of 30 hours of on the job study time to complete manuals written specifically for our setting and covering only those aspects of theory considered essential.

(2) An instructional component - consisting of 3½ days of training focused on practising specific interpretation strategies focused on achieving occupational goals and/or placement.

(3) An evaluation component - consisting of two separate components:
    (1) a multiple choice examination covering essential knowledge and theory.
    (2) An interview grid - following training, counsellors were required to submit an audio-taped recording of an actual interview for evaluation by specialists.

Successful performance on both instruments was required for a certificate in testing.

As is typical in competency-based programs, the self-study and instructional components were optional. All were, however, regardless of background, required to demonstrate competency on the evaluation instruments. This attempted to respect the many levels of counsellor background and avoid unnecessary training time.

In addition, both evaluation instruments could be repeated using parallel forms of the examination until successful. In this way, the program attempted to be failure proof and unthreatening.

Our experience with the program can be summarized as follows:

(1) Self-Study on the Job:

This was successful, both from the point of view of the organization and from counsellor feedback. This reduced significantly the amount of time needed for formal instruction as well as, of course, the total cost of the program. The difficulties it created were in two major areas:

(1) the environment which frequently made study difficult.

(2) ironically enough, the most conscientious counsellors, according to managers, tended to study at home regardless of management support for office study time.

(2) Voluntary Nature of the Program:

Because of the formal evaluation requirements, it was decided to offer the program strictly on a voluntary basis. This was, of course, very feasible in the testing area, as it is an area of service which not all counsellors in an individual centre need provide in order that clients receive complete service. While the counsellor response was excellent, subsequent problems with this were discovered. In some centres all volunteered, which resulted in more being certified than required to meet client needs for testing; in a few centres none volunteered, which resulted in a temporary loss of client service in the testing area.

(3) Certification Per Se:

A certification requirement, as you know, evokes anxiety and threat not only in counsellors but in management and unions. The fear is of course that those who do not achieve the certification standard will be in job jeopardy. This was never the intent nor has it occurred with the test certification program. At the same time, it did initially cause anxiety and, despite the opportunity to repeat the evaluation components, approximately 15% of the 2,000 counsellors who volunteered for the program have not completed it. It is of course difficult to interpret this in a definitive way and to state clearly that a certification requirement was a successful innovation. It is I think fair to say that the perception of the 85% of counsellors who did complete the program was that it was worthwhile, and significantly increased their knowledge and skills, and it is the general perception of management that the testing service has been significantly improved.

Our Learning:

What have we learned from this program?

(1) First that competency-based training can be implemented successfully and that, because it focuses on the demonstration of competencies with or without training and does not require a common entry point in terms of knowledge and skill, it is well suited to meeting the diverse training needs of counsellors.

(2) That the provision of self-study on the job preceding training can work effectively and reduce significantly the cost of training. We are investigating the provision of study time 'at home' to alleviate the difficulties mentioned earlier.

(3) That while a voluntary program ensures counsellor motivation, it also creates organizational difficulties. In addition, while testing could be considered an optional counsellor duty, employment counselling cannot be so considered. Our intent is, therefore, to treat specific key modules of the counselling program as mandatory in order to achieve a consistent national standard in service and to treat other modules as optional in order to encourage flexibility and counsellor motivation.

(4) The question of certification per se is the most difficult to assess and is currently being discussed extensively. This is of course a policy decision which must be made by senior management and it is not certain, as yet, what direction the program will ultimately take. As course developers, we have no empirical data to demonstrate that the results achieved through test certification would have been significantly different had we used the evaluation instruments strictly for feedback and development rather than as formal examinations. What is clear is that the presence of an objective and a measurable standard to be aimed at and achieved was motivating and that counsellors responded positively both to knowing precisely what they were expected to demonstrate and to knowing how well they had performed. This evaluation/feedback component will be retained and developed for each module of the new program. Whether it will lead to formal certification or be used strictly for development remains to be decided.

New Program:

The employment counselling training program currently being developed will consist of 7 modules, as shown below. We are attempting to restrict the content of each module to those aspects of theory and practice considered essential within our setting.

Module 1 – Assessment:

This module will cover the knowledge and skills required to conduct, quickly and efficiently, an employability assessment interview with a client. Assessment will include the identification of employment issues requiring resolution as well as the obtaining of client commitment to work towards issue resolution. Appropriate referrals for clients whose employment issues are not within the mandate of the Commission will also be included.

Module 2 – Individual Counselling Interventions:

This module will teach a systematic approach to employment counselling which emphasizes structure and direction dimensions in the counselling process as well as relationship dimensions. This module will cover the knowledge and skills required to establish specific goals, employment targets and contracts with clients. Three specific employment counselling strategies will be covered – Decision-Making, Learning Minimum Competencies for Employment and Self-Management. Monitoring and evaluation skills will also be covered.

Module 3 – Group Counselling Interventions:

This module will cover the knowledge and skills required to select clients who would benefit from group interventions and will include group goal setting and group contracting. Specific group counselling strategies similar to those outlined in module 2 above will be taught, as well as monitoring and evaluation skills.

Module 4 — Employment Counselling, Placement, Accountability and Productivity:

This module will focus on the management skills relevant to employment counselling (time management, caseload management), establishing and maintaining effective employer relations, and evaluating and following up on the number and quality of placements.

Module 5 — Employment Counselling and Community Resource Utilization:

This module will focus on the knowledge and skills required to develop and maintain effective liaison between the CEC and the appropriate community resources and to negotiate placement opportunities with community resources, employers and associations.

Module 6 — Employment Counselling with Special Needs Clients:

Module content not yet decided. The emphasis will, however, be on specific strategies designed to assist counsellors to work effectively with special target groups such as the handicapped, minority groups and disadvantaged clients.

Module 7 — Testing Certification:

This module covers the theoretical background necessary to interpret aptitude and interest tests within the CEIC setting, as well as specific practical test interpretation strategies. A certification requirement is included and involves successful completion of a theory examination and a demonstration tape.

The amount of self-study and training time anticipated to cover the program is shown below:

Module	Self-Study Time	Training Session
1 – Assessment	25–30 hours	5 days
2 – Individual Counselling	25–30 hours	10 days (possibly divided into two five day sessions)
3 – Group Counselling	25–30 hours	10 days
4 – Placement, Counselling, Accountability, and Productivity	20–25 hours	5 days
5 – Counselling and Community Resource Utilization	20–25 hours	5 days
6 – Counselling Special Needs Clients	25–30 hours	10 days
7 – Test Certification	30 hours	3½ days
TOTAL STUDY TIME FOR ALL MODULES	170–200 HOURS	TOTAL IN-HOUSE TRAINING TIME FOR ALL MODULES 48½ DAYS

Were a counsellor to take all modules of the program, we would be looking at a total self-study time of 170-200 hours and a total training time of 48½ days, approximately equivalent to one university year of training.

As is the case in most employment settings, employment counsellors are required to perform a variety of duties which include relations with employers, community liaison, administration of programs as well as employment counselling of individual clients and groups of clients. In order for counsellors to learn what they need for their particular duties and for managers to be able to utilize the results of the training program most effectively, the modules are being developed with sufficient independence and flexibility to permit different groups of counsellors to acquire different expertise. It may, for example, be more operationally efficient for a small number of counsellors to acquire competency in group counselling while another group acquires competency in community liaison.

Resulting from these considerations, it is planned to implement the program in the following way:

1. The core program will consist of Modules 1, 2 and 4, that is Assessment, Individual Counselling and Placement, Accountability and Productivity. To effectively perform the employment counselling portion of a counsellor's duties, the competencies contained in these modules are considered essential.

2. As the competencies acquired in the Assessment Module are fundamental to all other modules, this module will be a prerequisite for all modules of the program.

3. The module on Special Needs Clients will build directly on the competencies of Assessment and Individual Counselling. These two modules must therefore be taken prior to the Special Needs Module.

4. All other modules will be independent and can be taken in any order. While counsellors will

be encouraged to take all modules, they will be required to take 5. Thus, managers will be in a position to organize training of their counsellors according to their operational requirements.

This is of particular importance as a program of this magnitude can only be implemented over time. It is estimated that 2½-3 years will be required for one counsellor to complete the program. This presumes a 6 month time lapse between modules both to allow practice of competencies acquired and learning retention as well as to disrupt, as little as possible, the daily operations of the CEC.

The first three modules of the program are currently under development with plans to pilot and test their effectiveness this year. The remaining modules will be developed and tested in the 1981-82 fiscal year.

I hope this has provided you with a useful overview of the total program, where we have come from and why and how we hope to get there. I use 'hope' quite consistently deliberately as the program is developmental and many shifts can occur between development and implementation.

PART 2 – Carol DeCoff

INTRODUCTION

The employment counselling process, as dealt with in Module 1, has so far focused on learning about the client, his/her employment concerns and his/her environment. At the termination of an effective assessment interview, the counsellor and client should have achieved:

(1) a mutual understanding of the client's employment concerns;

(2) a statement of contingency which identifies the areas which must be dealt with in order to effect satisfactory placement;

(3) an indication from the client of his/her willingness and commitment to work concretely in the areas identified.

Module 2 which is entitled 'Individual Counselling Interventions' has as its objectives:

(1) to teach counsellors a systematic goal directed approach to resolving employment issues;

(2) to teach specific counselling strategies and accompanying skills which attempt to respond to the most frequent employment needs of clients.

In this presentation I will:

- outline the systematic approach to employment counselling which we are adopting and provide a rationale for its use within our setting;

- outline the three specific strategies which will be taught within the systematic counselling framework;

- outline the course structure and the counselling skills to be acquired by counsellors in applying the model and the strategies.

Systematic Counselling is not original to us or to the CEIC. The model originated at Michigan State University and is dealt with comprehensively in a text entitled 'Systematic Counselling' authored by Dr. Norman Stewart and colleagues. The model has been used extensively and effectively in the training of educational counsellors. We have been working collaboratively with Dr. Stewart in applying this model specifically to the employment counselling setting.

In simple terms, a systematic approach to counselling provides a mental map or a blueprint for counsellors to follow as they work through the counselling process. Each step in counselling is broken down into orderly reasoned units. While each step cannot be completed without the relationship dimensions of counselling, the focus of each step is on working concretely on the clients presenting behaviours and problems.

The advantages of such an approach within our setting are several:

(1) The approach is strongly problem-solving oriented as opposed to therapeutically oriented.

The approach emphasizes the role of the counsellor as being primarily a facilitator-educator as opposed to a therapist. Within the employment counselling setting, this orientation is extremely important.

(2) The approach is directed at achieving concrete results within a limited time frame of 3–5 interviews which is realistic within our setting.

(3) The approach is based strongly on the formulation of very specific goals to be achieved through counselling. This permits counsellors to define, with clients, the extent of the interventions they can productively work within.

(4) Extensive background in psychology, counselling theory and counselling practice is not necessary to work effectively with clients. The theoretical background required stems primarily from basic learning theory, decision-making theory, behavioural change theory and motivational theory.

(5) The approach avoids the tendency of counsellor practitioners to have adopted, often without realizing it, a particular counselling orientation.

Some common orientations which are often adopted include:

(a) The Common-sense approach to counselling which Carkhuff has described as listening for a limited time and then laying on the advice.

(b) The Relationship approach which focuses primarily on rapport and relationship building but neglects achievement of results.

(c) Conversely the Results orientation which neglects the clients concerns, abilities, and self-confidence and focuses prematurely on action steps.

While systematic counselling cannot avoid these orientations all of the time, the precise and detailed steps which counsellors follow in working with clients makes it increasingly difficult to become 'stuck' at a particular spot, often without knowing why and without a suitable exit.

(6) Finally, the approach emphasizes both the responsibility of the client in his/her own problem resolution and the necessity of his/her active involvement in the counselling process. The approach in this way can be considered preventive as clients are encouraged to consider how they can transfer and apply what has been learned through counselling to other situations, both employment and other related, which they may face.

A highly over-simplified view of systematic counselling can be visualized in Figure 1. The individual counselling module will provide training to counsellors beginning at the step of Deciding goals and objectives and terminating with Evaluate Counsellor Performance (12.0).

Each learning unit will be broken down into a series of sequenced steps as can be seen in

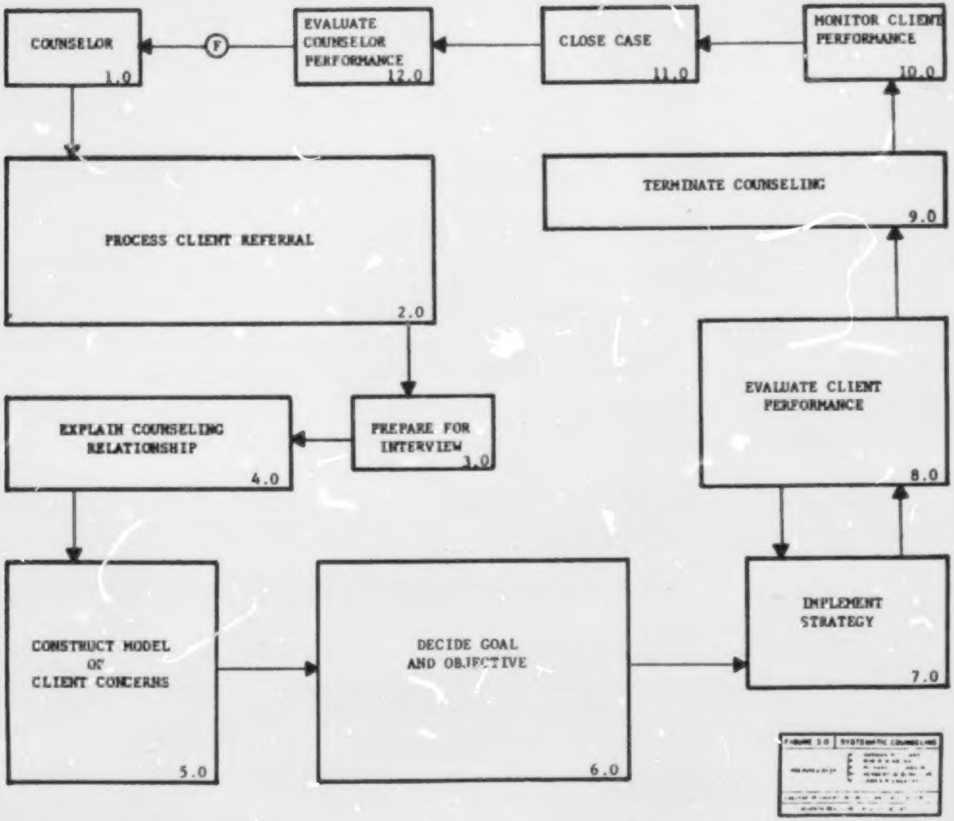

COUNSELOR
1.0
F
EVALUATE COUNSELOR PERFORMANCE
12.0
CLOSE CASE
11.0
MONITOR CLIENT PERFORMANCE
10.0
PROCESS CLIENT REFERRAL
2.0
TERMINATE COUNSELING
9.0
EXPLAIN COUNSELING RELATIONSHIP
4.0
PREPARE FOR INTERVIEW
3.0
EVALUATE CLIENT PERFORMANCE
8.0
CONSTRUCT MODEL OF CLIENT CONCERNS
5.0
DECIDE GOAL AND OBJECTIVE
6.0
IMPLEMENT STRATEGY
7.0

Figure 1

GOALS AND TARGETS

STEPS	SKILLS
1. Establish general goal a) Determine client understanding and/or acceptance of goal-setting b) Deal with client resistances c) Help client convert concern to goal d) Help client to extend goal-thinking to dream stage e) Check realism and/or adaptability of the dream	a. structuring b. open-ended leads c. brainstorming d. listening e. dreaming f. reality testing
2. Establish specific target a) Stress importance of client participation in specifying target b) Determine specifics: behavior, standards, conditions c) Summarize target statement d) Obtain verification of client acceptance of target statement	a. structuring b. open-ended leads c. focusing d. listening e. paraphrasing f. concretizing g. reality testing
3. Decide if you will handle case a) Determine if target is appropriate for you to handle b) Make referral to appropriate source - or - Verbalize your commitment to client	
4. Determine client commitment a) Assess degree of client commitment b) Explore sources of reluctance (if any) c) Discuss cost and effort factors with client d) Avoid biasing client's decision	a. open-ended leads b. listening c. perception checking d. mild confrontation
5. Formulate a contract a) Outline intent b) Involve client actively c) Agree upon responsibilities d) Determine recording format e) Cover all aspects f) Summarize content g) Review with client h) Verify client acceptance	a. structuring b. open-ended leads c. listening d. concretizing
6. Checkpoint	

Figure 2

Figure 2 depicting the more detailed process of Establishing Goals and Objectives.

It can be seen here that while the skills involved are not highly sophisticated, the systematic counselling steps which a counsellor follows in working through one area of the model are highly detailed and directed. These will be elaborated upon later in the presentation but are provided now to illustrate the global model.

The establishment of goals and specific employment targets is a vital stage within the systematic counselling process. Motivational research indicates that establishing specific goals/targets is of benefit to clients regardless of the counselling setting. For example, goals serve to direct a client's thoughts and work towards a given end; they motivate (particularly when explicitly stated and realistically attainable) and they serve as rewards (as a goal is approached, effort is increased).

For employment counsellors, the benefits of working within specific goals and targets are in 3 major areas:

(1) Goals Provide Feedback

An understanding of where a client is now, where he/she wants to be, strengthens the counselling process in two main ways: First, it allows the counselling strategy to be tailored to the client's needs. Second, it provides an objective measure of the success of the counselling strategy.

(2) Goals Result in Better Caseload Management

Assuming that client goals have been explicitly stated and are realistically attainable, employment counsellors are then in a position to determine which kinds of clients should get priority service and which show the most progress in moving toward greater employability. Also, those employment counsellors possessing a particular talent in working with clients having specific barriers to employment can be assigned those particular cases.

(3) Goals Make It Easier to Operate Within Employment Mandate

As you know the focus within our employment counselling system is on placement or movement toward placement. If a counsellor and a client work together on establishing a list of explicitly stated and achievable goals, the counsellor will be in a position to make clear to the client what can or cannot be accomplished as a result of employment counselling. For example, employment may result if we work together in resolving X but we cannot work on Y.

At the strategy stage, three major strategies and systematic steps to implementing these strategies will be taught. The strategies chosen have been selected with attention to those client employment difficulties which are most frequently presented to counsellors, as well as those difficulties counsellors can be expected to work with most effectively.

The first major strategy is Decision-Making. This has been selected as for many clients the process of finding and selecting employment is a process of decision-making, discovering alternatives, weighing advantages and disadvantages, determining costs and benefits to themselves and choosing an alternative which provides the most benefit at the least cost. For many clients requiring employment counselling, their difficulties stem from not being able to choose among the options available or perceiving themselves as having limited if any options.

The second major strategy is a learning strategy focused on acquiring minimum competencies for employment. This strategy presumes that many clients face employment difficulties because of learning deficits within their own backgrounds in one or a combination of the following areas:

- learning to assess and use information to one's advantage;

- learnings skills directly related to finding and keeping employment;

- learning productive work-related habits, such as the ability to get to work on time and to persist at a task until it is completed;

- learning increased motivation necessary to find and maintain employment.

The third major strategy is again primarily a learning strategy focused on teaching clients to help themselves and is called a 'Self Management Strategy'. It is simply a special application of the strategies already discussed to prepare clients to become more self-directed, to do those things which are goal directed and to eliminate or reduce habitual behaviours which may be immediately rewarding but are, in the long run, self-defeating in terms of employment.

Following each unit in systematic counselling, the counsellor's ability to demonstrate the steps and skills involved in the unit will be assessed and individual feedback provided on their progress to date. An example of the type of evaluation and feedback can be seen in Figure 3 outlining a counsellor's evaluation on a portion of the 'Establishing Goals and Targets' unit.

It should be apparent from the elements included that the focus includes the relationship as well as the concrete counselling steps dimensions.

Having looked briefly at the overall process, let us now return to looking more specifically at the steps involved. The establishment of counselling goals and targets, as we are attempting to teach it, consists of 3 major steps (Figure 2).

The targets we will be teaching counsellors to generate with clients are specific, observable, measurable, and involve standards as well as conditions. Let us now look at one possible goal and its appropriate targets.

To maintain steady employment: To learn constructive response to criticism from work supervisors so well that an observer reports that I have made no hostile responses during a two-week period.

The employment counsellor and the client work on the development of a series of action steps that must be taken in order to maximize the attainment of these specific targets. This activity results in a verbal or written contract.

NOTE:

(1) The contract can be quite simple as is in evidence here or be of a more complex nature depending upon the presenting employment issues.

(2) Contracts can be written or verbal although we are encouraging use of written for feedback purposes.

Goal: To find steady employment.

Specific Target: To actively engage in job search activities at least 4 hours each day.

Suggested Action Steps:

1. Go to the library tomorrow and look at those publications that provide information concerning secretarial work.

2. Look through the yellow pages of the telephone book and make a list of potential employers.

3. Contact friends and relatives to let you know of any potential job openings.

4. Read help-wanted ads on a daily basis and follow-up by at least one phone call to a potential employer.

5. Visit at least 2 possible places for employment within the next week.

6. Arrange to go for a job interview within a month's time.

Agreed upon: Diane Counsellor
Joe Client

In returning briefly to this illustration of the steps involved in establishing targets, I wish to draw your attention to the importance of the Checkpoint within Systematic Counselling (Figure 2).

This step enables employment counsellors to pause momentarily to review their coverage of the target identification process and to recycle to any areas that have been covered inadequately. In addition, if the process of setting targets appears to be breaking down and progress is not being made, checkpoint forces the counsellor to review the steps and recycle to whatever areas were inadequately covered.

Obviously, one major advantage of the "checkpoint" is that it prevents counsellors from being

5. ESTABLISH EMPLOYMENT TARGET

a. What did the counsellor do particularly well? Concentrate upon what was said, not how it was said. Be specific.

b. Indicate how thoroughly each item was covered.

	Well	Adequately	Inadequately
Has an appropriate target behavior been established?			
Have standards been set that are likely to be attained by the client in the time given?			
Have the appropriate conditions been identified?			
Is it clear that this target will be reached before termination?			

6. THIRD DECISION: THE CLIENT'S COMMITMENT TO WORKING WITH THE COUNSELLOR

	Well	Adequately	Inadequately
Has the element of cost and effort been adequately presented to the client?			
Has the counsellor biased the commitment of the client?			
Has the client made a commitment to continue in counselling?			

7. SECOND REMEDIAL STEP: REASONS FOR INSUFFICIENT MOTIVATION

	Well	Adequately	Inadequately
Has the counsellor listened carefully to the reservations of the client?			
Have client and counsellor agreed upon the reasons for reservation?			
Has the client verbalized sufficient motivation to continue?			

Figure 3

one-directed in approach which, as I mentioned earlier, lends itself to counselling that is unproductive.

The learning unit or decision-making follows the same format described for establishing counselling goals/targets. In it we attempt to:

(1) present and describe a decision-making strategy which can be used within the context of employment counselling; and

(2) provide practical suggestions and examples with respect to strategy implementation.

Research indicates that certain conditions are essential for effective decision-making and counsellors will be taught to assess these, which include:

(1) There must be a risk in not deciding.

(2) The solution must be perceived as possible.

(3) Time must be available. If it is not some temporary action to alleviate time pressures may be required.

Skill building exercises, demonstration tapes and evaluation tapes are included in the self-study portion. Repeated practice will be provided on training. A typical skill building exercise, again demonstrating the steps and skills, is illustrated in Figure 4.

Decision-making Model

Basically the methodology of the decision-making process is that of explaining the decision-making process, generating all possible alternatives, judging and evaluating the consequences of the alternatives, selecting, implementing and evaluating the selected alternative.

Figure 4

Name ______________________ Date ________________ Region ________________

RECORDING FORMAT FOR DECISION-MAKING TAPE

DIRECTIONS:

Listen twice to TAPE ___: Decision-making. During the first listening, attend to the entire process and note how the various steps are sequenced exactly like Figure ___ on page ___ of Chapter ___. In each case a beep will signal that the counsellor has started to work on the next step.

During the second listening, use the format below to indicate the first six words that the counsellor uses in displaying a given skill. Some skills (such as open-ended lead, paraphrasing, and reinforcement) may be displayed two or more times within a given step. In these instances record one usage only. Although listening is a vital skill and is frequently displayed, you are not asked to record it below. The first open-ended lead used by the counsellor, for example, might be recorded as ____________________________________

STEPS	SKILLS	FIRST COUNSELLOR WORDS IN DISPLAYING SKILL
1. Explain decision-making steps	Structuring	______________________
	Listening	______________________
	Informing	______________________
2. Determine if temporary action is needed	Open-ended lead	______________________
	Paraphrasing	______________________
	Listening	______________________
	Mild probing	______________________

.../2

NOTE:

(1) Again Structuring of the process is new, not the skills.

(2) Order not necessarily sequential (e.g. alternative generating).

The focus of the second major strategy to be included is that of assisting clients to develop minimum competencies for employment. Within all systematic counselling, the counselling process is viewed as a learning process with the objective of rendering clients more responsible and independent in the resolution of their own employment difficulties. This is most evident in this particular employment counselling strategy where counsellors will be required to directly apply learning theory, behaviour change theory and motivation theory.

The assumptions at the foundation of this section are that:

First, many of the employment difficulties faced by clients result from deficits in learning in their own backgrounds - these deficits may be as simple as a missing skill or lack of knowledge concerning how to assess and use information effectively - they may be as complex as having learned, through failure, that there is little connection between efforts they make and rewards they achieve, so they have learned not to try.

The common thread is, however, that they need to unlearn or re-learn ways of perceiving their employment situations which are more productive for themselves and provide them with increased control over their employment futures.

Second, counsellors equipped with basic knowledge in the learning and behavioural change domaine and with specific strategies, skills and techniques designed to promote learning change can assist clients to set into motion activities leading to lasting change. The use of "set into motion" is quite deliberate as it is recognized that to effect lasting change through counselling in client habit patterns or in levels of motivation often requires highly sophisticated counselling skills and extended counselling time. However, to "set into motion" activities which the client may continue independently and to focus these activities on the minimum level of learning the client needs to find and maintain steady employment is realistic and productive.

The counselling process for this strategy can be visualized as shown in Figure 5.

It is not possible, within the time constraints of this presentation, to detail the specific strategies applicable to the four major learning areas of Information, Skills, Habits and Motivation. Each strategy will, as you have seen in the Decision-Making strategy, be broken down into systematic steps and skills to be learned and demonstrated. The skills to be developed are strongly behavioural in orientation and include:

(1) structuring of sequenced learning

(2) demonstration and modelling

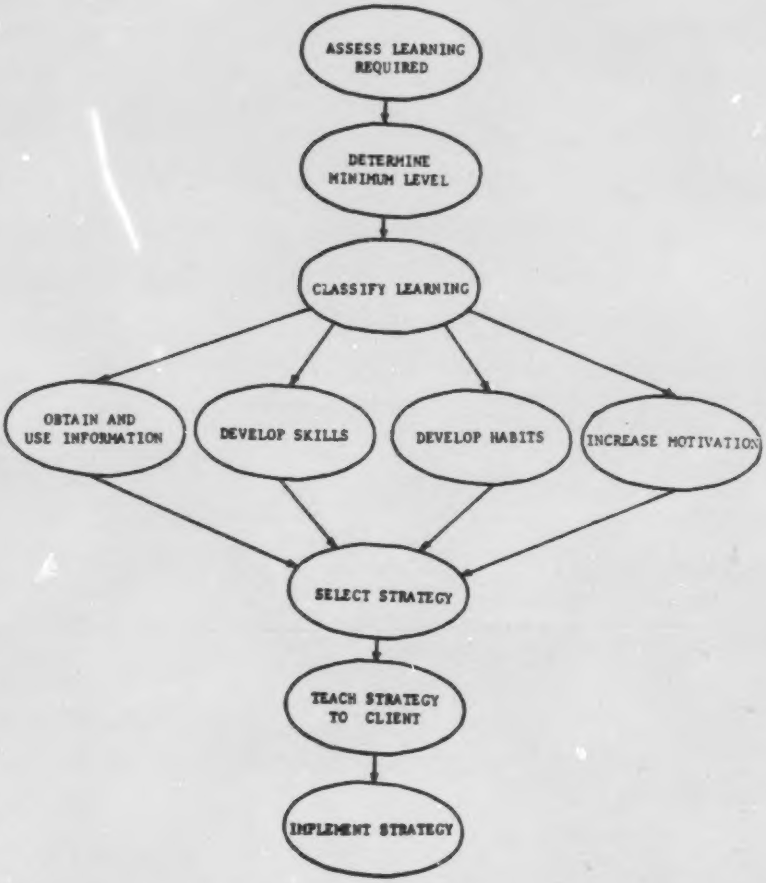
(3) cueing and thought-stopping

(4) rewarding and reinforcement

(5) structured behavioural assignments

(6) setting of very short term goals designed to create success experiences and to thereby increase motivation.

Clients need strategies that they can use to extend the effects of counselling beyond the gains made while working directly with a



HELPING CLIENTS DEVELOP MINIMUM COMPETENCIES FOR EMPLOYMENT

ASSESS LEARNING REQUIRED
DETERMINE MINIMUM LEVEL
CLASSIFY LEARNING
OBTAIN AND USE INFORMATION
DEVELOP SKILLS
DEVELOP HABITS
INCREASE MOTIVATION
SELECT STRATEGY
TEACH STRATEGY TO CLIENT
IMPLEMENT STRATEGY

Figure 5

counsellor. They need strategies that they can use themselves the next time they are out of work or they confront other problems. In effect, then, they must learn to be their own counsellors.

Self-management is simply the special application of strategies we have already discussed. Self-management places the observation of behaviour, management of situational factors and administration of rewards in the hands of clients; includes such approaches as self-monitoring, altering conditions or situations, learning alternate responses and altering consequences; teaching approach similar to that I have described for other strategies.

Our counsellors having completed the self-study component of Module II will then attend a 10-day training session in which they will, through the use of tapes, be expected to work through the various stages of the systematic employment counselling process and to demonstrate the appropriate steps and skills in applying each of the selected strategies.

IMPACT OF A COMPUTERIZED GUIDANCE INFORMATION SYSTEM ON HUMAN AGENCY PERSONNEL

Sommaire: Cette étude consiste en une analyse des conséquences produites sur des utilisateurs choisis de huit agences de placement par le recours à un système automatisé d'information. Les résultats obtenus révèlent que l'utilisation du système d'information professionnelle a aidé les utilisateurs à établir des plans d'études ou de travail, à accroître leurs connaissances des professions et à tracer des plans de carrière. Les conseillers qui souhaitent utiliser des systèmes automatisés d'information auront besoin d'une formation en cours d'emploi pour examiner les incidences du programme et les questions de principes soulevées ainsi que pour concevoir les activités d'orientation professionnelle à y ajouter. Des conclusions révèlent que des questions de principes ont joué contre une acceptation générale des systèmes informatiques.

Zusammenfassung: Diese Studie untersucht die Auswirkungen eines computerunterstützten Informationssystems auf ausgewählte Benutzer in acht verschiedenen Beratungsstellen. Die Ergebnisse zeigen, daß ein Berufsinformationssystem den Benutzern bei der Berufsvorbereitung und der Wahl von Bildungsstätten hilft und ihre berufkundlichen Kenntnisse erweitert. Berater, die ein computerunterstütztes Informationssystem anwenden, benötigen eine systembezogene Schulung, die ihnen ermöglicht, die Programmauswirkung und persönliche Einstellungen zu verstehen sowie begleitende Berufsberatungsmaßnahmen zu entwickeln. Die Untersuchungsergebnisse zeigen, daß persönliche Vorurteile die allgemeine Aufnahmebereitschaft gegenüber Computersystemen beeinträchtigt.

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FOREWORD

The technological advances in computer sciences have in some respects by-passed the educational community. To date our major use of this sophisticated hardware and software has been for administrative purposes, e.g. scheduling, data recording and payroll. We have given peripheral attention to computer assisted instruction and even less to staff training and development functions. In short, educators at this junction in time probably are confused by the proliferation of mini and micro computers now available on the open market. It is estimated that computers will affect one out of two humans on a daily basis, now and in the immediate future. In relation to this advance we have not achieved a ratio of one computer to one classroom, or even achieved significant advances in training future teachers to use the computer as part of their teaching effort.

The following observations indicate a rapid increase in computer systems, lower costs and a proliferation of networks in the 1980s. Our response and acceptance of computer systems as a valid segment of learning and staff functioning will be limited by a general lack of computer literacy among educators. Rather than stand in awe of technology, we must move to grasp the liberating opportunity for instruction, staff training and major changes in institutional functioning. Acceptance of computer systems as more than information repositories will require attitudinal changes on the part of educators. What will be taught must also include "how it will be taught" in the computer society of the future.

INTRODUCTION

Vocational and educational guidance have been identified as an important area of concern by personnel working with students, young adults and individuals considering job or career change. A survey conducted by the American College Testing Program found that 50 percent of a 32,000 student sample received little or no help with career planning in their school (Prediger, et al. 1973). Other large surveys, such as the National Assessment of Education Progress (1976), also indicated that high school students lacked information on career opportunities and how to seek jobs. They did not know what information to seek nor how to seek it. In a more recent study Jordaan and Heyde (1979) also reported that students' sources of occupational information were inadequate and hindered their career decision making processes. A lack of sufficient career information and limited guidance has confined young adults to a tenuous career decision model.

One component of an effective career guidance program is the dimension of career knowledge and awareness. Decision making relies upon a good source of comprehensive and organized information. Evaluation of the career information services now available by experts have identified this as an area in need of drastic improvement and increased attention (Bowlsbey, 1975). One approach that has received increased attention in the past few years has been computerized guidance systems. Since 1957 about ten of these systems have been developed and are currently in operation. A few of the widely marketed systems are the computerized-based Career Development System (DISCOVER), the Computerized-Heuristic Occupational Information and Career Exploration System (CHOICES), the Secondary School Computer Information System (SIGI), and the Guidance Information System (GIS). In general, these systems have been well received by users. Studies have shown that users find these systems interesting and motivational conversation pieces at home, preferred over other media sources for guidance information and a fun experience (Rayman and Bowlsbey, 1977; Messana and Voxgerdrian, 1977).

In Maine, various governmental agencies such as Manpower, Labor, Education and Human Services found that there was a lack of up-to-date or compatible data about the world of work coupled with a lack of communication and cooperation among the various agencies which resulted in duplication of efforts and poor utilization of the information available. In 1977, an interdepartmental agency was charged to give special attention to the career search and unemployment problems of youths by encouraging the dissemination and use of career information in a variety of settings serving young people, and increasing the communication between employers, applicants, and educational training agencies. The Maine Occupational Information Coordinating Committee (MOICC) selected the Guidance Information Service (1980) as a vehicle to increase the career information base at various school and human service agencies. The Center for Career Education at the University of Maine at Orono was awarded the contract for assessing the impact of the computerized guidance system on the users and the staff and programs of the pilot group of secondary schools and human service agencies.

The purpose of this paper is to present:

1. The impact the system had on the users; and
2. The impact the system had on staff functioning.

METHOD

Design

A modified time series design was utilized. There were two phases in the study, a preliminary field-testing phase during the spring of 1979 and a second field-testing phase during the fall and winter of 1979-80. Four different measurements were made during the twelve months of the project.

Sample

Thirteen sites were selected to participate in the pilot project. These were six public school sites, two located in large Maine communities, two in moderately sized communities and two in rural settings. There were seven human service agencies, a Community Action Program (ACAP) from Northern Maine, two CETA sites, a regional office of the Bureau of Vocational Rehabilitation and also the Maine Job Service and two correctional sites: a center for deliquent youth and a minimum security correctional center. The sites were asked to provide a random sample of 30 users per site.

Instruments

Six different instruments were developed for the study. Two were designed to gather information about the characteristics of the site; an Agency Characteristic Form and a Public School Characteristic Form. To assess the immediate attitudes of the users, Users Logs were developed. A form was developed for both the public school and human service agencies. The respondents were asked basic demographic information such as age, class, program and sex and what files they used. There were six questions for the users to evaluate their experiences with the system and a space for them to write their comments.

For those who did not directly use the computer terminal, a Batch Processing Reaction Form was developed. It contained similar types of questions, but additional ones centered on their understanding of the printout and the type of counseling help provided them.

Two post questionnaires were developed. There was a two page form for agency users and a four page form for public school users. There were 25 common questions on both forms. The questions related to the impact GIS had on the career planning, educational planning, self-awareness, job seeking and job keeping skills of the participants.

Procedure

The Guidance Information System (GIS) was selected after review of all systems by MOICC. GIS is a sophisticated career information system which consisted of six separate files; Occupational Information, Armed Services File, Two Year College, Four Year College, Graduate School and Financial Aid. Three additional files were developed for use: a Maine Occupational File, Maine Vocational-Technical School File and a Maine Financial Aid File.

Terminals were installed at each site and Training sessions provided by GIS staff and MOICC staff for the personnel.

All site counselors and administrative staff responded to an in-depth interview conducted by Social Science Research Institute to assess managerial impact. Specifically, the purpose of this assessment was to determine program and staff functioning changes in school and human service agencies.

Results

First, the impact of the system on the users will be presented, and then impact on staff. The results of the comparison of Agency and Public School users on the common items on the post questionnaire completed during the second phase of the study is included in Table 1. The comparison of the Phase One and Two responses on the post questionnaires is included in Table 2. Responses to the following questions indicated:

1. What impact did GIS have on career decision making of public school and agency users?

Around 80 percent of both groups felt that the computer system was a good way to get information about occupations and that they learned a lot about occupations. About half of both groups indicated that GIS helped them to make a career decision. The system also stimulated them to do more reading or talking about careers.

2. What impact did GIS have on educational and training decisions of public school and agency users?

The system had less impact on educational decision making. About half of the public school sample and one-third of the agency users felt it helped them make educational plans. Twice the proportion of public school users than agency users (51 percent to 26 percent) indicated GIS helped in selecting a specific school or training program.

3. What impact did GIS have on self-awareness and self-understanding of public school and agency users?

Neither of the groups saw GIS as a generalized tool to help them learn about themselves. About 40 percent of both groups indicated they did. It had more of an impact on helping them understand their interests, values and abilities. Understanding these characteristics is useful in the career search process. A lesser proportion of agency users than public school users felt GIS had an impact on self-understanding.

4. What impact did GIS have on job-seeking skills of public school and agency users?

More agency than public school users perceived GIS as helping them in job-seeking skills (46 percent to 31 percent).

5. What impact did GIS have on job-keeping skills?

A very small proportion of agency users (22 percent) and public school users (9 percent) indicated that GIS had any impact on job-keeping skills.

6. How did users evaluate the system the first time they used it?

Few of the users had problems using the system, the guide sheets or the terminal. The system was fun to use, interesting and motivational to users. Most likely the Hawthorne effect was operating in the sites (i.e., they may have given the system higher ratings because it was new and different).

7. How did the users evaluate the system after a period of time?

The delayed response to GIS was in general quite positive. Public school users were less enthusiastic than agency users. Over three-quarters of both groups felt that all should have the opportunity to use the system. Some users did report that they were confused after using GIS.

PHASE 1 – PHASE 2 COMPARISONS

There were a number of common items on the questionnaire used in Phase 1 (February–June) and Phase 2 (September–December) of the GIS Impact Study. The item format and response format changed between the two phases, but comparisons are possible for both immediate reaction to GIS as measured by the User's Log and the delayed reaction as measured by the User Post Questionnaires.

The OCCU (Occupational Information File) was the primary file and was used by over 80 percent of the users in both phases. The COL 4 (four-year college) file was second most frequently used in both phases of the study. In both phases, clients found the purpose clear. 93 percent of the users in phase one concurred as compared with 100 percent of the agency users and 98 percent of the public school users in Phase 2.

The directions for using the GIS Guide and Summary Sheet were clear to the majority of users (88 percent of Phase 1 users, 88 percent of agency users in Phase 2, 89 percent of public school users in Phase 2).

It was a pleasant experience, overall, for all participants. 71 percent in Phase 1 reported they enjoyed the experience. 88 percent of the agency users and 74 percent of the public school users in Phase 2 felt this way.

More individuals in Phase 2 reported they got the information they needed than in Phase 1 (schools Phase 2, 54 percent; agency Phase 2, 47 percent; Phase 1, 38 percent).

More individuals in Phase 2 reported that GIS helped them in career or educational decisions than in Phase 1 (25 percent in Phase 2 and 10 percent in Phase 1). About the same percentage in both phases stated it was useful (Phase 1, 63 percent; agency Phase 2, 60 percent; schools Phase 2, 63 percent).

A comparison of the common items across the two testing periods is given in Table 2. The overall evaluation of GIS by both groups was more positive in the second phase (September–December, 1979) than the first phase (February–June, 1979). The only exception was that more public school users reported that GIS was a cold impersonal experience in the second period than the first (13 percent to 1 percent). The public school users found it more fun to use (71 percent to 91 percent). The agency users increased from 58 percent to 91 percent in rating GIS fun to use. The proportion of users reporting GIS to be a pleasant personal experience doubled (schools, 34 percent to 79 percent) (agency, 37 percent to 80 percent).

There were increases in the rating of the information provided. While 63 percent felt the information was excellent the first time, 78 percent agreed the second time. The number of people understanding the information increased (Phase 1, 63 percent; Phase 2, 79 percent).

A greater number of individuals, both agency and public school users, felt that all individuals should have exposure similar to theirs with GIS (schools, 43 percent to 78 percent, agency, 63 percent to 78 percent).

Users report a greater impact on self-awareness and self-understanding in the second use period. In most cases about twice as many students felt that GIS had helped them understand themselves, their interests, abilities and values. The same trend was true for the agency group except for "learning a lot about myself". Slightly less checked "yes" in the second phase than the first (Phase 1, 42 percent; Phase 2, 40 percent).

There was not as dramatic a shift occurring in career decision making for the public school group as for the agency sample. Overall agency clients felt more positive in the second phase about the help received from GIS, for example, learning about jobs, reading books and pamphlets about jobs.

A greater percentage, although low, of both groups reported that they didn't learn anything new about decision making as a result of using GIS (schools, Phase 1, 8 percent, Phase 2, 21 percent; agency, Phase 1, 5 percent, Phase 2, 11 percent).

80 percent of the public school users on both trials felt that GIS provided a great way to get help in career choice. Slightly fewer said they learned a lot about occupations the second time (75 percent to 70 percent). More were stimulated

to do reading in books and pamphlets about jobs in the second trial than in the first (29 percent to 46 percent). Fewer people talked with individuals in jobs the second trial period than in their first (49 percent to 36 percent). Also, the students reported that GIS helped them more with their educational plans during the second stage of the project than in the first.

IMPLICATIONS FOR TRAINING EDUCATORS

Secondly, the study examined the impact of GIS on staff functioning. All site coordinators were interviewed using an interview schedule which addressed how GIS was used and the impact on staff and program.

The GIS program had limited impact on the counseling program. At some sites career education courses were developed and guidance counselors aided teachers in using GIS in their courses. Small group and peer counseling was utilized. Training to use GIS was made available to other counselors and interested teachers, but usually one person at each site was responsible for the coordination and utilization of GIS.

In general, the role of the counselors changed very little; they did not have to spend as much time in information giving; and they had more time for individual and group counseling.

Agency counselors in general had a more difficult time integrating GIS into ongoing activities. The practice in employment agencies of processing a set number of clients per month acts as a deterent to creative career guidance activity. In addition, the transitory behavior of this clientele made involvement in career development activities very difficult. Many of the persons using Job Service are "merely seeking immediate employment" and are not ready to commit themselves to a long term program of career exploration.

It should be noted that one site, a regional office of the Bureau of Vocational Rehabilitation, failed to utilize GIS in their program. It should be noted that at all sites, and especially at this site, higher level administrators agreed to participate and directed subordinates to participate. Usually at the sites, there was at least one counselor who was interested or found it fascinating to work with the computer system. One counselor has continued his education by taking additional courses in programming. Another is thinking of using the computer for scheduling students. Nevertheless, there are sites at which there are philosophical differences as to the utilization of such systems. The Vocational Rehabilitation and job service counselors had difficulty both philosophically and operationally to fit GIS into their routine. Serious questions regarding the prior professional training of these counselors and administrators need to be addressed. Our knowledge of their professional backgrounds indicates a serious weakness in systems theory, management by objectives and computer theory. This was a deterent to full and creative use of GIS.

It should be noted that the counselors had limited planning time and there was more positive endorsement and use in the second phase than in the first. Although counselors received two days training on the system, they did not appear to change their roles and had limited time to integrate the system into an ongoing program. At many of the sites, it should be noted that there was not an ongoing systematic program of career education or staff development. The model in Table 3 provides a basic format for a short term staff development program to improve computer literacy. Computer literacy is defined as knowing the potentials of computers and how to apply this to functioning in our society.

GENERAL CONCLUSIONS

After reviewing the evaluation data, the following conclusions were generated:

- Users understood the purpose of GIS and had no trouble in using the GIS guide and summary sheet.

- The system was interesting and motivational to users.

- GIS is most effective in providing occupation and career information.

- GIS has an impact on educational decision making, more so for public school than agency users.

- GIS is not designed to develop job-seeking skills or job-keeping skills, but is perceived by some as aiding them — which may be in part a function of the Hawthorne Effect and/or response set.

- GIS is not designed to develop self-understanding and awareness but utilizes dimensions of the self in guiding the search process.

- GIS stimulated a degree of change in guidance programs and the role of the counselor.

- GIS is not a substitute for a well-designed career education program. The effectiveness of its utilization depends upon how it is integrated into an ongoing, sequential, comprehensive program. It is a valuable tool.

- GIS will not receive full utilization unless computer literacy of the staff is increased and developed.

DISCUSSION

Certain problem areas have been identified. The first deals with strategies for change. Support has to be based upon adequate needs assessment and involvement of individuals at the agency and school level. Even then not all counselors will philosophically accept or be helped through use of a computerized information system. According to Molnar (1976), only 55 percent of secondary schools in the United States had access to computers in 1975 and only 23 percent of the schools were using their computers solely for institutional purposes. This reflects in general current practice, as the advent of micro computers in the marketplace has impacted parents and youth without undue claim or change in the schools.

Secondly, there is a lack of computer literacy. Computer technology has increased geometrically and it is estimated that one million computer systems are in use. Stephenson (1980), in his speech to the Association for Educational Data Systems, reported that there will be an increase in systems and computer affects on one out of two lives on a daily basis. He predicts a rapid increase in computer systems during the '80s, lower costs and more software programs. He feels that computer literacy is limited by institutional responses. The technology is here, there is available software and additional systems are being developed in the area of career guidance. The costs of computers and software are going down and not up. Several of the key questions that we need to address are: How many agencies have counselors and staff people trained in using the computer? How many staff have had courses in their undergraduate or graduate backgrounds in this area? What plans have been prepared to systematically integrate a computer assisted learning and counseling program in schools and agencies?

Thirdly, agencies and institutions need a systematic well developed program of career education. GIS or any computer information system cannot be any better than the program at the site. The value depends upon how the system is used.

Fourthly, there needs to be a program established for continued staff development. People need more than just introductory training sessions. They need continuous training and consulting help during the program as well as a chance to get together and share ideas with their peers. Value orientations related to technological use in a human service institution will not be imparted after one or two short term training sessions.

RECOMMENDATIONS

The following recommendations are offered to those planning adoption of computer systems:

- Educational institutions must develop a system to help individuals who become confused by working with GIS or other computer systems. Small group sessions and/or individual counseling may be necessary. Peer groups trained to help students with using the GIS Guide and Summary Sheets may be one way to cut down any anxiety about using the system.

- The computer system selected and the files in the system need to be evaluated continually for matching the learning program with the available software.

- Site coordinators and students from participating institutions ought to be utilized in any training sessions held for new sites.

- The impact that GIS has depends to a large degree upon the career guidance program at each site. The inclusion of test data from interest, aptitude and achievement testing might help students set more realistic goals and sharpen their search requests. Periodic seminars and in-service sessions on career guidance should be developed; they are at least as great a need as those on the operation of GIS.

– The study analyzed short-term impact of GIS and need for a more in-depth study of users over a longer time span is necessary.

– Computer systems will not receive full utilization unless an intensive network of workshops is delivered to increase computer literacy and awareness among professionals in human service agencies.

– Human service agencies and public schools must address the philosophical issues related to integrating computer information systems in daily activities if they are to reduce resistance to such integration.

– Sites wishing to use GIS need to develop a planned program of career education in which GIS is systematically utilized, not just included as a "frill" or an incidental exercise.

– GIS has potential to be used by subject-area teachers to illustrate the different types of career fields that relate to specialization in that subject area. The system could be used in economics and other social studies areas to study the local job markets and career opportunities.

– Parent and citizen involvement in local workshops illustrating the value of the GIS system might aid in local funding of computer assisted instruction.

– Instrumentation for assessing GIS impacts on users must be carefully selected to assure that what is being assessed correlates with what counselors and teachers actually do.

- Technical assistance to existing and new sites must be improved to assist inexperienced counselors in implementing GIS.

The above recommendations reflect a serious desire on our part to stimulate the development of computer use and application in schools and human service agencies.

In summary, we faced a number of difficulties in conducting this study at the selected sites. The evaluation design we used had specific limitations, particularly in controlling sample selection and erosion. The instrumentation may not have accurately assessed the career counseling processes that accompanied GIS and must be viewed as a limiting factor. The results imply that counselors were not active implementors of career guidance activities, if we were seeking clearly defined adoption strategies for comprehensive career education. Given the overall constraints of assessing multiple impacts upon varying sites and populations, the results are positive. Users and staff reacted positively to GIS and felt that it was helpful in their career planning.

We need to address "our role" in encouraging educators in schools, colleges and human service agencies to adopt computer assisted management and instructional strategies. Staff training, past and present, appears to be a critical constraint in this process. Statewide forums that address the potential of computer systems, resource needs, access strategies and possible uses need to be conducted on a regular basis. The challenge of change is here; our reaction will be eagerly awaited by members of the business, political and labor sectors in the United States.

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Table 1

COMPARISON OF AGENCY AND PUBLIC SCHOOL
USERS ON COMMON ITEMS ON POST QUESTIONNAIRE
SECOND PHASE: FALL/WINTER 1979, 1980

CATEGORY AND ITEM	AGENCY PERCENT	PUBLIC SCHOOL PERCENT
EVALUATION:		
Fun to use computer terminal	90.9	90.7
GIS, pleasant personal experience	80.2	78.5
GIS, cold, impersonal experience	2.3	13.0
Easy to understand	88.8	79.4
Type of information wanted	68.5	79.4
People should have human help	3.3	13.2
All people should have opportunity	77.5	77.9
GIS was a waste of time	4.4	26.5
CAREER DECISION MAKING:		
Read books or pamphlets	42.2	46.3
GIS helped a career decision	51.0	50.0
Feel good about career plans	51.2	49.7
Learned a lot about occupations	80.2	68.8
Great way to help choosing occupations	87.8	80.0
Did not learn how to make career decisions	11.2	26.8
EDUCATIONAL DECISION MAKING:		
Helped me make educational plans	36.8	56.8
Helped me select specific school	26.1	51.2
GIS helped educational decision	47.0	52.0
SELF AWARENESS:		
GIS helped in self awareness	46.5	30.0
Learned more about my interests	71.6	73.5
Learned about my abilities	56.8	57.6
Learned a lot about myself using GIS	33.7	39.6
Learned more about my values	61.8	61.7
GIS helped job seeking skills	46.0	31.0
GIS helped job keeping skills	22.0	9.0

Table 2

DIMENSION/ITEM	PUBLIC SCHOOL PHASE I	PUBLIC SCHOOL PHASE II	AGENCY PHASE I	AGENCY PHASE II
EVALUATION:	%	%	%	%
Fun to use	71	90	58	90
Cold impersonal experience	1	13	0	2
Pleasant personal experience	34	79	37	80
No trouble understanding	51	79	--	--
Information excellent	63	79	--	--
All should have experience	43	77	63	77
SELF-AWARENESS:				
Learned a lot about myself	21	46	42	39
Learned about my interests	44	73	37	71
Learned about my abilities	33	57	32	56
Learned about my values	23	61	32	61
CAREER DECISION MAKING:				
Great way to get help	80	80	63	87
Learned a lot about jobs	75	69	69	80
Didn't learn anything new	8	20	5	11
Did reading about jobs	29	46	37	42
Talked with people in jobs	49	36	--	--
EDUCATIONAL DECISION MAKING				
Helped in educational plans	41	56	--	--

Table 3

A COMPUTER IN-SERVICE TRAINING MODEL

COMPUTER KNOWLEDGE	TRAINING STRATEGY	TIME NEEDED	INSTRUCTIONAL MODE
Improving Computer Literacy	Seminar.	8 hours	Lecture/Discussion Self Instructional Materials
Technological Innovation	Seminar/ Field Visits	4 hours	Lecture/Discussion Demonstration
Microcomputers and Education	Seminar	8 hours	Lecture/Discussion Demonstration
Using Institutional Resources	Seminar	4 hours	Group Analysis Lab
Utilization Procedures	Seminar	6 hours	Group Analysis Lab
Developing A Local Plan for Computer Use	Seminar	10 hours	Group Task

PART 2 – Jean-Louis Guérette

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INTRODUCTORY REMARKS

Dear colleagues, it is a pleasure to join with Professor Ryan and Professor Drummond in sharing some results of our New Brunswick field study on CHOICES as it relates to some of the findings of the Guidance Information System (GIS) which was field tested in Maine during 1979.

The basic data I want to share with you today is brief, simple and a result of a survey of attitudes of senior high school students toward the use of CHOICES, the Computerized Heuristic Occupational Information and Career Exploration System. Developed by Employment and Immigration Canada as a project in computerized occupational information, it was field tested in New Brunswick with senior high school students in Dieppe and Fredericton, New Brunswick, from February to May 1978.

The results of this survey are limited to the study and observations made in Dieppe at the Mathieu Martin Senior High School. This study was made possible as a result of a joint educational venture between the staff of Mathieu Martin Senior High School, the School District #13 Superintendent Office, the Canada Employment and Immigration Commission and the author of this paper.

USE OF CHOICES BY STUDENTS

The CHOICES Terminal was made available to a group of 116 grade 11 and grade 12 students for a four and one-half month period. 51 percent (59 students) of the users were selected and took part in the experience while 49 percent (57 students) were volunteer users who requested access to the terminal.

A three step procedure was designed to permit access to the system:

STEP 1: Users were given preorientation instructions before accessing CHOICES. Two group meetings were organized and users were given a student manual and a worksheet in order to familarize themselves with the system and to identify their own requests and needs for career information and career exploration. Such materials were supplied by the CEIC.

STEP 2: An individual meeting with the counselor was thereafter required for all users just before accessing the system to work out last details and requests of information and of procedure.

STEP 3: Students then were scheduled and permitted access to the system. Our survey and tally on user time have shown that students on the average interacted with CHOICES during a 45 minute period.

AREAS OF INVESTIGATION

The Student Attitude Questionnaire toward the use of CHOICES (SAQ), a 15 item questionnaire, was administered to 99 student users (85% of total users) at the end of the field study. Information was collected in the following general areas:

1. General Reactions and perceived gains of students from the use of CHOICES.

2. Effects of CHOICES on career planning and career decision making as perceived by students.

3. Effects of CHOICES in their discussions with counselors, teachers and parents, as perceived by students.

4. Effects of CHOICES on students' immediate educational goals and future career goals.

ROUTES TO INFORMATION

When students interacted with the CHOICES terminal, they had the opportunity to make use of various possible avenues to career information and career exploration. They were as follows:

1. INTEREST – People who work in the same occupation often share basically the same types of interest . This route makes it possible for clients to compare their interests to those typical of workers in each occupation.

2. APTITUDES – Each occupation requires a unique set of abilities of aptitudes. Using this route, clients compare several of their abilities with those typical of each CHOICES occupation.

3. TEMPERAMENTS – The temperament factors used in CHOICES are really descriptions of widely different types of work situations. By using this route, clients can see how their preferences suit them for various occupations.

4. EDUCATION LEVEL – This route provides information about the minimum acceptable level of formal education required for entrance into an occupation.

5. ENVIRONMENTAL CONDITIONS – Many occupations require people to work under physical conditions that some people would consider unpleasant. This route allows clients to identify occupations that suit their needs in this respect.

6. FUTURE OUTLOOK – The requirement for workers in some occupations is declining while in others there is a pressing need for more workers. Clients use this route to discover the supply/demand situation in any of the CHOICES occupations.

7. EARNINGS – For some people, the amount of money they expect to earn is an important consideration. This route allows clients to discover the average yearly earning in each CHOICES occupation.

8. HOURS OF WORK/TRAVEL – Clients use this route to determine the work schedule characteristic of an occupation.

9. PHYSICAL NEEDS – The levels of physical exertion vary greatly among occupations. This route allows clients to identify how much strength they are prepared to use in an occupation.

10. PHYSICAL ACTIVITIES – Some people are either unwilling or unable to perform some types of physical activities. Through this route, clients are provided with information about those activities that form a regular part of the work.

11. INDOOR/OUTDOOR CONSIDERATIONS – This route enables clients to see how occupations satisfy their preference for working inside, outside or both.

12. OCCUPATIONAL FIELDS – All of the occupations in CHOICES have been grouped in 22 general occupational fields. If clients have clear ideas about the fields for which they are best (or least) suited, this route should be useful.

A summary of the results is presented below, followed by a breakdown of the findings.

Question 1: Eighty-eight (89 percent) of the users reported their experiences with the CHOICES terminal to be beneficial or very beneficial.

Question 2: Ninety-four (95 percent) of the users have reported that most students would probably or surely gain from the CHOICES program if given opportunity to interact with the system.

Questions 3 and 4: Twelve (12.2 percent) of the users reported having definitely made their choices and planned their futures before interacting with CHOICES. Forty (40.4 percent) reported having definitely made future plans and a career choice following their experience with CHOICES. In question 3, parts 4 and 5 indicate over 14 percent had definite plans before interacting with CHOICES, while question 4 (parts 4 and 5) indicates that, following their experience with CHOICES, 45.5 percent had definite career plans. In question 3, it will be noted that 8.2 percent of the students indicated they were undecided about their future career plans (item 1), while in question 4 the same item indicated this had been reduced to 3 percent of the population.

Question 5: Over 38 percent reported having made some definite changes in their future career plans (items 4 and 5).

Question 6: Sixty-seven (68 percent) of the users reported that CHOICES had helped them in some ways or in a particular way in their discussions with the counselor thereafter.

Question 7: Twenty-six (26.3 percent) of the users reported that CHOICES had allowed them to explore many careers while another 26 (26.3 percent) reported that the system gave them the opportunity to limit their explorations to certain careers.

Question 9: Forty-six (46.9 percent) of the users reported that the least interesting operation in using CHOICES was to have to make immediate (on the spot) decisions.

Question 11: Reporting on activities they indulged in after their use of CHOICES, 77 percent indicated that they had career discussions with their parents; 30 percent had a discussion with someone involved in a career of interest; 33 percent had discussed their careers with the guidance counselor; and 34 percent had also read literature on a career. Students could select more than one response to this question, so the replies add up to more than 100 percent.

Question 13: Seventy (70.7 percent) of the users reported that they were somewhat more decided about their plans for the future on account of having used CHOICES.

Question 15: On item 2, forty-two (42 percent) of the users indicated that CHOICES had helped them in their career choice.

On item 5, forty-six (46 percent) of the users indicated that CHOICES had helped them to understand their aptitudes and weaknesses relative to their career choices. On item 6, fifty-eight (58 percent) of the users reported that CHOICES had given them new information in decision making.

On item 8, forty-four (44 percent) of the users indicated that CHOICES had informed them of possible options related to their careers.

On item 10, fifty-four (54 percent) of the users indicated that CHOICES had helped them to consider important aspects in their career decisions.

On question 15, students could select more than one response, so the replies add up to more than 100 percent.

Results Of Assessment On Student Attitudes
Toward The Use Of CHOICES

Question #01

Generally speaking, your reaction to Terminal/CHOICES was an experience.

	T*	%
1. Very beneficial	38	38.4
2. Beneficial	50	50.5
3. Normal	7	7.1
4. Good	4	4.1
5. Not worthwile	0	0
	99	100

Question #02

You believe that most students would gain by the CHOICES programme?

	T*	%
1. Certainly not	1	1.0
2. Probably not	0	0.0
3. Uncertain	4	4.0
4. Probably	51	51.5
5. Definitely	43	43.5
	99	100

T* - Total of respondents

Question #03

Which of the following do you think is true before you interacted with CHOICES?

	T*	%
1. You were really undecided about your future	8	8.2
2. You were more or less decided about your future	14	14.3
3. You had some ideas about your career choice	62	63.3
4. You had definitely made your choice and planned your future	12	12.2
5. You had made a very definite career choice and a plan for the future a long time ago.	2	2.0
	99	100

Question #04

Following your experience with CHOICES

	T*	%
1. You are still undecided as to your career choice	3	3.0
2. You are more or less decided as to your career choice	10	10.1
3. You have some ideas about your career choice	41	41.4
4. You definitely have future plans and a specific career choice	40	40.4
5. You definitely had a career choice and made future plans long time ago	5	5.1
	99	100

Question #05

Following your experience with CHOICES, you believe having changed your future plans.

	T*	%
1. Definitely not	21	21.2
2. Not necessarily	29	29.3
3. Uncertain	11	11.1
4. Some	35	35.4
5. Definitely	3	3.0
	99	100

Question #06

CHOICES has helped you in your discussions with the guidance counselor?

	T*	%
1. In no way	5	5.1
2. Not necessarily	18	18.2
3. Uncertain	9	9.1
4. Some	41	41.4
5. In a particular way	26	26.3
	99	100

Question #07

Having used the programme CHOICES allowed you primarily:

	T*	%
1. To explore many careers	26	26.3
2. To limit your exploration to certain careers	26	26.3
3. To choose a definite career	14	14.1
4. To confirm your first choice	13	13.1
5. To accomplish all of the aforesaid	11	11.1
6. To become more confused and uncertain	4	4.0
7. Other (specify)	5	5.1
	99	100

Question #09

The least interesting operation in using the CHOICES programme is that the system:

	T*	%
1. Forces me to take immediate decisions	46	46.9
2. Often breaks down	12	12.2
3. Gives too much information and is confusing	13	13.3
4. Does not give all of the information	18	18.4
5. Is a very impersonal machine	5	5.1
6. Other (specify)	4	4.1
	98	100

Question #11

Since you have used "CHOICES" what did you do (indicate all the revelant)?

	T*	%
1. Had career discussion with my parents	77	77.
2. Discussed with someone involved in a career which interest me	30	30.
3. Discussed about my career with a teacher	11	11.
4. Discussed about my career with a counselor	33	33.
5. Have read a brochure or information on a career	34	34
6. Other (specify)	10	10
		100

Question #13

"How did "CHOICES" change your plans for the future?

	T*	%
1. I am more confused than before	1	1.0
2. I am a little more confused than before	4	4.0
3. I am about the same as before	24	24.2
4. I am somewhat more decided than before	46	46.5
5. I am more decided than before	24	24.2
	99	100

Question #15**

Which of the following statement is or are applicable to you after using CHOICES? Indicate the ones applicable to you.

	T*	%
2. CHOICES has helped me in my career	42	42.0
5. CHOICES has helped me to understand my aptitudes and weaknesses relative to a career choice	46	46.0
6. CHOICES has given me new information to arrive to a decision	58	58.0
8. CHOICES has informed me on possible options related to my career	44	44.0
10. CHOICES has indicated to me the important points to consider in my decisions regarding my future career	54	54.0

** - Only items with highest percentage are reported.

MAJOR CONCLUSIONS

A review of the assessment data permitted the evaluation team and the investigator to draw the following conclusions:

1. CHOICES users reported their experiences as worthwhile and recommended its use by all senior high school students involved in career planning and career exploration.

2. Students have reported CHOICES impacts on their career exploration, career planning and career decision making processes.

3. The system was effective in providing occupation and career information.

4. CHOICES has stimulated a degree of change in career planning and career choice for grade 11 and grade 12 students.

5. CHOICES has been recommended by the school staff as part of and as an effective tool in a comprehensive career guidance program for senior high schools, and not as a substitute for personnel or a program.

6. CHOICES should be implemented as part of a school guidance program on the basis of a full academic year and give access to grade 9 and grade 10 students.

VOCATIONAL COUNSELLING: AN INSTRUCTIONAL PERSPECTIVE

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Sommaire: Les progrès récents accomplis par le counselling, tant au niveau théorique que pratique, tendent de plus en plus à percevoir le rôle du client comme en étant un d'apprentissage. Néanmoins, les conséquences de cette évolution pour les conseillers et leur profession même n'ont pas encore été pleinement évaluées. Ce mémoire met de l'avant le raisonnement suivant: si les clients apprennent, les conseillers enseignent; l'apprentissage des clients progressera davantage lorsque les conseillers, généralement, et les conseillers professionnels, spécifiquement, percevront leur rôle dans une optique pédagogique et incluront de bonnes techniques pédagogiques au niveau de l'interaction conseiller-client. Plusieurs exemples spécifiques, reliés au counselling professionel et à la formation des conseillers, seront mis de l'avant pour illustrer le bien-fondé de l'énoncé ci-dessus.

Zusammenfassung: In neueren Arbeiten über die Theorie und Praxis der Berufsberatung wird in zunehmenden Maße die Rolle des Klienten als eines Lernenden betont. Die Konsequenzen dieser Ansicht für den Berater und für den Beraterberuf werden jedoch noch nicht genügend erkannt. Wenn der Klient ein Lernender ist, so argumentiert der Vortrag, dann ist der Berater ein Lehrender. Der Klient wird besser lernen, wenn der Berater im allgemeinen und der Berufsberater im besonderen seine Rolle aus der Perspektive des Lehrens betrachtet und bei der Interaktion Klient-Berater bewährte Lehrmethoden berücksichtigt. An spezifischen Beispielen aus der Berufsberatung und Beraterausbildung wird die Wahrheit dieser Behauptung unter Beweis gestellt.

Recent advances in counselling theory and practice have emphasized the client's role in learning a variety of personally functional behaviors, cognitions, perceptions, attitudes, and feelings (Cormier & Cormier, 1979; Kanfer & Goldstein, 1975; Krumboltz & Thoresen, 1976; Meichenbaum, 1977). The process of learning skills and strategies in areas such as decision-making, problem-solving, social interaction and assertion, self-control, anxiety/stress management, and career and vocational planning may be seen as a generic process which typifies contemporary counselling practice. In many counselling settings the role of client is increasingly viewed as that of learner.

When clients change their behaviors, perceptions, emotions, thoughts, and/or attitudes, they have learned. While various theories of learning place more or less relative emphasis on the various modalities across which change occurs (e.g., phenomenologists emphasizing perceptual change and changes to self structures, behaviorists emphasizing overt and covert behavior change, cognitivists emphasizing changes in cognitive structure or patterns of self-dialogue, etc.) and pose different explanatory models in support of such changes, the general notion of change in one or more of these modalities remains the basic criterion which defines a learning process. When such client learning is associated with interactions between the client and a counsellor, it is common practice to ascribe such learning outcomes to the process of counselling. To attribute such client learnings to the counselling interaction is to define counselling as essentially an instructional process. When people learn as a result of purposeful actions undertaken on their behalf by another with the expressed purpose of changing behaviors, perceptions, feelings, attitudes or thoughts, they have been instructed. It is our contention that the basic process of counselling is, first and foremost, a process of instruction. When we counsel, we instruct (Christensen, 1976; Ellis, 1977; Martin, Marx and Hiebert, 1980, Note 1).

There are, of course, many kinds of instruction which vary in terms of degree of client self-direction or freedom; degree of counsellor involvement and direction; the nature of the instructional (counselling) strategies enacted and learning foci toward which instruction is directed; and the settings and interpersonal contexts within which instruction occurs. For the purpose of this paper we define instruction in an operational sense to mean purposeful activity which results in learning. When we talk about counselling as instruction, we are talking about purposeful interactions of any kind between a counsellor and a client that result in client learning changes. More specifically, instructional counselling is purposeful activity on the part of a counsellor which results in client learning changes consistent with counselling goals and/or objectives.

The astute reader will notice that instruction and learning are functionally related in this definition. In order for instruction to have taken place, learning (= client change) must follow. In discussing the effectiveness of instructional counselling we do not look at whether or not client change has occurred (client change must be evident if instruction has taken place) but rather at such variables as how quickly the change was produced, how enduring the change was, the number of spin-off effects in other areas of the client's life (generalization, transfer), etc. The important point is that client change must occur if we are to claim that instruction has taken place.

Traditionally counselling often has been viewed primarily as an interactive (helping) process and counselling effectiveness has focused primarily on either counsellor characteristics or how well the counsellor orchestrated the counselling experience. Thus, in vocational counselling a "good" counsellor was one who possessed a certain type of information base (e.g., a fluent knowledge of the Canadian Classification and Dictionary of Occupations, the Dictionary of Occupational Titles; career information systems like the Guidance Center Monographs, Occupational Exploration Kit, Occupational Outlook Handbook, CHOICES; entrance requirements of various post secondary institutions, etc.), and an ability to perform certain types of counselling activities (e.g., conduct a job search program; administer, score and interpret appropriate interest, aptitude and personality instruments; arrange client interviews with suitable field personnel; get clients to make a decision, etc.). The usual criteria for assessing the adequacy of the counsellor's knowledge base, and his/her execution of the counselling functions was that the counsellor's explanations were clear to some observer and that the performance of the counselling functions compared favorably with some optimal (often subjective) criterion for an adequate performance. We are not saying here that this knowledge base and the ability to perform these functions are not important for vocational counsellors; we are saying they are not enough without some means for assessing whether or not the counsellor's use of those things mattered – whether or not the client changed, i.e., searched for a job, secured more information on career x, investigated at least one of the alternatives posed by CHOICES, etc. It is this simultaneous emphasis on purposefulness (counselling process) and client change (product of counselling) that characterizes instructional counselling. We acknowledge that the notion of viewing counselling as instruction does not originate with us nor does the observation that the field of instructional psychology has much to offer the counsellor. What is unique about our position is the use of an instructional perspective as a subsumptive framework from which to view counselling, counsellor effectiveness and counsellor training. Katz and Ivey (1977) refer to "counsellor-as-teacher" (p. 176); however, in their discussion the label is used primarily to distinguish between a one-to-one remedial counsellor role and a group oriented developmental or preventative counsellor role. West (1977) discusses the possibility of viewing the counsellor as a teacher, but does not integrate this concept with an elaborated instructional model. Osborne (1978) emphasizes the importance of instructional psychology for counsellors. However, Osborne confines his remarks to "what you should know about instruction to help you do a more effective job" rather than elaborating the utility of viewing counselling as instruction. We contend that the counsellor is, first and foremost, a teacher and should possess all of the conceptual, organizational abilities and practical skills which define an expert instructor. Furthermore, he/she may govern his/her counselling activities by what is known about effective learning and instruction across a broad array of clients, problems, situations, and goals.

Basic Model

The instructional counselling process (as would any instructional process) would normally contain five essential elements (modification of Anderson & Faust, 1974; Popham & Baker, 1970): (1) general goals (explicit or implicit) toward which learning is directed, (2) preassessment of current learner (client) capabilities and characteristics in relation to these general goals, (3) objectives (explicit or implicit) which transform general goals into specific statements of personal learning outcome suggested by preassessment data, (4) instructional activities aimed at facilitating learning changes toward the objectives, and (5) evaluation of learning changes in relation to goals and objectives (see Figure 1). The particular skills and strategies that a counsellor uses in executing this model would vary according to the person's theoretical bias, personal style and the repertoire of skills and strategies that she/he possesses. This basic model for instruction could, at the same time, encompass a wide range of theoretical orientations and provide a framework for making vocational counselling pursuits more effective.

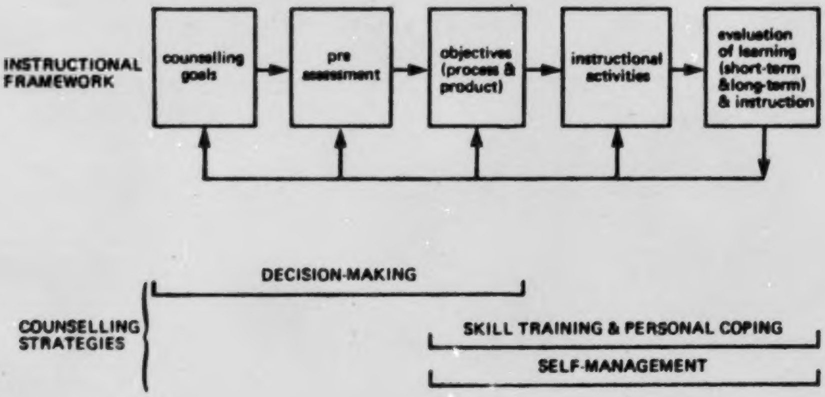
INSTRUCTIONAL FRAMEWORK
counselling goals
pre assessment
objectives (process & product)
instructional activities
evaluation of learning (short-term &long-term) & instruction
DECISION-MAKING
COUNSELLING STRATEGIES
SKILL TRAINING & PERSONAL COPING
SELF-MANAGEMENT

Figure 1

There is currently an emphasis on developing and implementing vocational programs at the junior and senior high school level. Typically these programs are taught by the school counsellor and are planned by deciding what sorts of things students should know about the broad world of work and then including those things in the program. The result is a program/course that might include: a unit on résumé writing (you have to know how to write a résumé to get a job), some time spent learning how to use the school's/ college's career files, some aptitude and interest testing, practice filling out application forms, guest speakers from such organizations as Labour Relations Board, Apprenticeship Board, Worker's Compensation Board, and perhaps representatives from a variety of business and industrial work settings, and perhaps some work on developing communication skills as a means to enhancing a job interview. Often these activities are arranged without reference to any theoretical model of vocational development or plan for assessing the students' acquisition of the knowledge and skill to be derived from the activity or the degree to which this skill or knowledge transfers into a nonclassroom situation. The result is a sequence of activities that often lacks meaning, or a course that seems to make sense to the counsellor but where the students have difficulty seeing the purpose of many of the activities, however interesting the activities might be.

Incorporating sound instructional practice into such vocational programs would imply a different starting point. Program planning would begin by identifying the kinds of things students should be able to do at the end of the course and then structuring activities that produce those ends. For example, perhaps a program goal would be that a student should be able to secure work at the end of the course. To this end students (or clients) might be required to write a résumé, engage in some self-exploration and psychometric assessment to identify highly appealing job alternatives, learn some interviewing strategies, or learn some procedure for controlling his/her anxiety level prior to or during an interview.

The combination of tasks would vary depending on the initial skills and competencies of the learner(s). The ultimate test of the program's effectiveness would be whether or not the learner(s) could use the skills covered in the course and whether or not a job was secured in one of the identified areas. The counsellor (instructor) might utilize such strategies and skills as: role playing job interviews, triadic practice of communication skills, relaxation training, group discussion, self-contracting, and goal specification, depending on the type of learner(s) and the competencies of the counsellor. Students might be taught how to use career information retrieval systems as a means to finding out more information on selected careers so as to promote better career decisions. If the goal is to be able to make better career decisions, learners must acquire a decision making framework that will assist them in identifying, priorizing and choosing between alternatives and setting up an action plan. An indicator of the learner's ability to use a career information system might be whether she/he can, unassisted, locate the information on careers x, y, and z. An indicator of whether or not this facilitates decision making might be whether or not the learner can go through the steps in the particular decision making model being used (e.g., Bergland, 1974; D'Zurilla & Goldfried, 1971; Hamilton & Jones, 1971; Johnson & Myrick, 1972) and arrive at a list of action alternatives. The ultimate test of how facilitative the whole process was lies in the subsequent employment record of the learner. The important point in the above examples is that vocational counselling pursuits, whether with individuals or groups, can be made more effective and more accountable when the counsellor is operating within an instructional framework.

Research on learning and instruction (Gage & Berliner, 1979; MacDonald, 1969, Note 2) has consistently shown that three essential conditions must be present in any effective learning situation: (a) meaningful specification of what is to be learned, (b) appropriate learner practice of the cognitions, behaviors, or perceptions associated with the learning task(s), (c) prompt, specific, descriptive feedback concerning the learner's practice. Three distinct areas of instructional skills are commonly associated with the establishment of these three learning conditions (Bellack, Kliebard, Hyman & Smith, 1966): (a) structuring skills are used to insure meaningful specification, (b) soliciting skills are used to promote appropriate learner practice, and (c) reacting skills are used to provide useful instructional feedback concerning learner performance of the practice activities (see Figure 2). Structuring skills include such things as: providing overviews, stating objectives, learning sets, stating clear directions, maximizing the physical arrangement of the counselling setting, providing models for client self-evaluation, summarizing and reviewing counselling

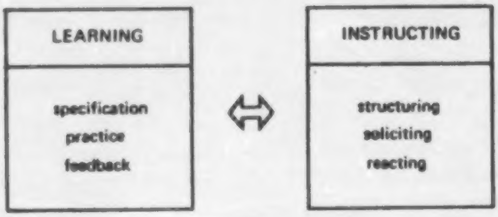

Figure 2

activities, focussing by rhetorical questions, stating clear transitions from one activity or concept to another, using verbal markers of emphasis. The use of these skills commonly increase the likelihood that the learning will find the ensuing practice activities meaningful and purposeful. They help learners answer such questions as "Why am I doing this?" or "How will this benefit me in the future?" or "Where does this fit in?" Soliciting skills include such things as: asking specific factual questions, conceptual questions, opining or valuing questions, judgemental questions, probing questions, prompting questions; re-directing questions from one client to another; controlling the pace of instruction; providing encouragement; confrontation. The use of these skills typically promotes learner activity (practice) in relation to the counselling objectives. They help to keep the learner working. Reacting skills include such things as: providing informational feedback, using empathic reflection, incorporating client statements into the ongoing counselling process, maintaining active listening postures, coaching, using descriptive praise, responding with self-disclosure. The use of these skills typically provides the learner with feedback on his/her behavior or cognitive practice. They help the learner answer such questions as "Am I doing it right?", or "Am I making progress?"

These counselling skills can be combined into carefully orchestrated instructional strategies designed to meet the needs of a particular client. Instructional counselling strategies can be divided into two categories: procedural strategies and intervention strategies. Procedural strategies may include strategies used for standardized assessments, intake procedures, assigning client intercession practice, behavior contracting, defining and/or redefining objectives, etc. Procedural strategies tend to take the form of standard routines which are suitable for broad application. Intervention strategies are specific sequences of counselling skills which are directly tailored to individual client needs, and the situations associated with these needs. There are currently a wide variety of counselling intervention strategies available for counsellors to employ in their efforts to help clients learn (see Cormier & Cormier, 1979; Krumboltz & Thoresen, 1976; Rudestam, 1980). Some of the more commonly employed contemporary intervention strategies include participant modeling, therapist modeling, self-management programs, decision making strategies, job search techniques, social skills training, relaxation training, career information retrieval strategies, etc. The specific skill sequences utilized in any intervention strategy will depend on the situation in which the strategy is employed and the client learning needs that are being addressed. Just as a tennis player, faced with an opponent playing a strong net game, may adopt a playing strategy consisting of hard, deep serves, long ground strokes, lobs, and passing shots for the purpose of keeping his/her opponent from the net, so a vocational counsellor may adopt and arrange a variety of discrete counselling skills to form an instructional strategy well matched to the specific learning needs of a particular client.

Four well-defined cognitive/behavioral intervention strategies which we have found to be particularly consistent and effective when integrated with an instructional framework are decision making, skill training, personal coping, and self-management. Before turning to a brief discussion of each of these strategies, it is instructive to note the general instructional functions served by each strategy within the basic instructional model (see Figure 1), and the associations between these four strategies and typical (generic) client learning concerns (see Figure 3).

Decision-making ↔ "What do I need to do "
Skill training ↔ "How can I learn to do it "
Personal coping ↔ "How can I reduce anxiety/stress associated with doing it "
Self-management ↔ "How can I keep doing it "

Figure 3

Decision making. While there are many models of vocational decision making currently being used, we have found an extension of the general problem-solving strategy developed by D'Zurilla and Goldfried (1971), when used in association with a systematic initial interview, to be very valuable in structuring initial counselling goals, suggesting relevant areas for preassessment, and assisting in the operationalization of specific counselling objectives. The D'Zurilla and Goldfried strategy is a purposeful sequence of five steps: (1) a general orientation in which the encountering of problem situations is construed as a normal aspect of living, and in which the ability to actively cope with problem situations is discussed as a set of skills which clients can learn to effectively execute; (2) problem definition and formulation in which the purpose of goals is specified, and problem situations are specifically analyzed in terms of client feelings, thoughts, and behaviors (and the behaviors of significant others) before, during, and after a representative sample of problematic instances (note that this step may be nicely combined with the collection of relevant preassessment data and any standardized assessment procedures being used); (3) generation of alternatives in which alternatives for client action are "brainstormed" in an open-ended fashion; (4) decision-making in which a single alternative for client action is selected after a systematic analysis and functional evaluation of all possible alternatives in terms of short-term and long-term consequences for clients and others (this step results in the framing of specific counselling objectives); and (5) verification in which an instructional plan for acquiring and testing the effectiveness of the selected client action strategy is developed. If the D'Zurilla and Goldfried (or a similar) strategy is thus adapted, it becomes a very useful vehicle for helping the client to provide an informed response to the generic client concern: "What do I need to (What can I) do?" (See Figure 3). It is at this point that vocational counsellors must particularly avoid the temptation to terminate counselling, for while the client has an action plan and a means for evaluating the results of implementing the action plan, the vocational counselling client often lacks the necessary skills to successfully implement the action plan and must first of all acquire these skills. A young woman deciding to apply for a middle management supervisory position may lack the verbal and social interaction skills to successfully portray her management capabilities in a job interview. A recent amputee may be so anxious about changing job designation and moving to a new company so as to interfere with his/her re-entry into the labor force. In both cases an action plan is not sufficient to produce a high probability of achieving the desired goal. Some additional skill training is necessary.

Skill training. While there are a wide variety of skill training strategies available to contemporary counsellors (including participant modeling, reinforced practice, contingency management and shaping, behavioral rehearsal, etc.), we have found Bandura's (1976a) participant modeling strategy to be adaptable to a broad range of client skill learning at both cognitive and behavioral levels. Bandura's participant modeling strategy for skill training utilizes the following skill induction aids: (1) practice with the counsellor's (model's) assistance and demonstration, (2) verbal and/or physical guidance, support, and coaching (feedback) by the counsellor, (3) repeated practice of discrete skill components, (4) progressive graduation of practice length and graduation from simulated to real-life settings, and (5) arrangement of protective practice conditions to reduce the likelihood of feared or undesired consequences. In instructional counselling, the actual skills practiced and acquired can include discrete psychomotor actions, social-interpersonal behaviors, academic performances, job search strategies, career information gathering strategies, cognitive self-statements, cognitive imaginal representations, or any combination of such overt or covert activities. To facilitate covert cognitive practice, Meichenbaum's (1977) cognitive self-instruction or cognitive modeling strategy may be incorporated into the general participant modeling approach. The skill training strategy when employed within the instructional activities component of the general instructional framework for instructional counselling (see Figure 1), helps the client respond actively to the generic concern "How can I learn to do it?" (see Figure 3).

Personal coping. Once clients have decided upon and acquired the skills necessary to help them resolve their current vocational dilemma, they often require specific learning strategies which assist them in coping with the stresses/anxieties attendant upon performing newly learned skills in real-life contexts. Training in personal coping strategies may follow upon, precede, or coincide with skill training per se. Together, skill training and personal coping are the major strategies employed during the instructional activities component of our instructional counselling model. Personal coping strategies permit clients to actively attend to the generic learning concern "How can I reduce anxiety/stress associated with doing it?" (see Figure 3).

While numerous personal coping strategies are available, most include an active relaxation component which may or may not be coupled with some form of desensitization and/or some form of cognitive restructuring. In our operational model, we have found a combination of applied relaxation (Goldfried & Trier, 1974) and Meichenbaum's stress inoculation training (Meichenbaum, 1977) to be quite useful. Both the Goldfried and Trier applied relaxation strategy and the Meichenbaum stress inoculation strategy begin with the presentation and discussion of a self-control or coping rationale. In our instructional counselling model, this rationale provides the opportunity for restating and affirming the general coping orientation initially introduced in the D'Zurilla and Goldfried decision-making strategy which was employed during the initial goal-setting phase. Clients are once again reminded that anxiety/stress situations are part of normal living and that it is possible to learn active coping skills which will reduce the debilitating effects of stressors, while simultaneously using such stressors as cues for engaging in positive, self-enhancing actions.

The second stage in our personal coping strategy combines the progressive relaxation training component of the Goldfried and Trier strategy with Meichenbaum's active rehearsal phase of stress inoculation. Clients are taught to progressively relax all the major muscle groups of the body and to associate this total relaxation skill with personal cues indicating the onset of stress/anxiety reactions. At the same time, clients (following Meichenbaum, 1977) are taught to identify debilitating self-statements associated with anxiety reactions and to replace these pejorative cognitions with systematically scripted, coping self-statements for preparing for, confronting, coping with, and successfully managing stressful stimuli and situations.

Finally, both personal coping strategies conclude with an in vivo application phase during which clients progressively transfer their newly acquired relaxation and cognitive coping skills from counselling role-plays and simulations to real-life settings. During this phase of personal coping training, many of the instructional counselling skills employed in Bandura's participant modeling strategy may once again be used.

Self-management. An essential component of our instructional counselling model is the evaluation of learning (short- and long-term) and instruction as these occur, and are intended to occur, in counselling. While it may appear, from Figure 1, that this evaluation component occurs after the instructional activities component of the instructional counselling model, evaluation of learning and instruction actually commences with the formulation of specific counselling/learning objectives, and occurs throughout the instructional activities component through to the termination of the counselling relationship and follow-up monitoring of subsequent client progress. In addition to evaluating counselling effectiveness, evaluation in counselling can provide a strong model for client self-evaluation, thus contributing to the client's ability to self-manage future maintenance and extensions of the learning gains achieved through counselling. The basis for both evaluation purposes (i.e., determining counselling effectiveness and facilitating client self-management) is found in the continuous monitoring of client learning skills (behaviors, cognitions, feelings, perceptions, etc.) in relation to the performance standards contained in well-stated counselling objectives.

When a counsellor is diligent about both clarifying the importance of evaluation and modeling sound evaluation procedures, she/he sets the stage for client self-management, the development and evolution of which receives increasing attention as active counselling proceeds. A counselling strategy which can be adapted to provide a useful aid to client self-management is the self-control strategy described by Thoresen and Mahoney (1974), originally based on the experimental and conceptual work of Bandura (1976b) and Kanfer (1971). This strategy, as adapted by us, consists of four sets of self-management skills: (1) self-prescription of standards and criteria for specifically defined learning changes, (2) self-monitoring of learning performances, (3) self-evaluation of learning performances in relation to self-prescribed objectives, and (4) self-reward when learning performances meet or exceed self-prescribed standards. We have found, when an instructional counsellor (with the client's full involvement) formulates explicit counselling/learning objectives, monitors relevant client learning performances, and explicitly evaluates learning by continuously comparing the learning data yielded by such monitoring to the performance standards in the counselling objectives, that it is possible to gradually move the responsibility for evaluating and managing client learning from the counsellor to the client. By the end of formal counselling, clients should, in this way, have learned to execute each step in our adaptation of the Mahoney and Thoresen self-control strategy. In so doing, they have learned to actively respond to the generic client learning concern "How can I keep doing it?" (see Figure 3).

One strong inference in the above discussion is that the skills and strategies involved in vocational counselling are virtually the same as those involved in other types of counselling. While it is true that a vocational counsellor must possess a certain unique knowledge base (the same could also be said of rehabilitation counsellors, marital counsellors, counsellors specializing in the treatment of somatic complaints, etc.), the manner of interaction, the skills and strategies used, and the general operational and procedural framework of a vocational counsellor utilizing an instructional approach would not be substantially different from an instructional counsellor working in a different area. Further, we would argue that a vocational counsellor will be able to do a more effective job of producing meaningful client interaction that results in lasting client change if she/he works within an instructional framework. We next turn our attention to the training of instructional counsellors.

Training Instructional Counsellors

If counselling is seen as instructional in nature, counsellor training may be viewed similarly. This implies that counsellor educators should demonstrate the same attitude, approach and manner when interacting with their counselling students as the student counsellors are expected to demonstrate with their clients, i.e., the counselling program must model an instructional orientation. If the task of the counsellor is to teach the client, then the task of the counsellor educator is to teach the counselling student how to teach the client (see Figure 4). The five component basic instructional model presented in Figure 1 is at once an appropriate model for both counselling and counsellor training.

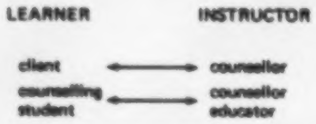

Figure 4

From an instructional perspective, the task of the counsellor educator is to specify goals, preassess the entering behavior of counsellor trainees, establish process and product objectives for instruction, design instructional materials and programs to teach process skills and procedures for evaluating product outcome, deliver the instruction, and assess the degree to which counsellors-in-training have acquired process skills and procedures for evaluating counselling outcomes. These steps are elaborated below.

Goal setting. The counsellor educator's first task is to identify subject matter content and general program goals. These are usually related to the theoretical orientations of the instructors involved in the counselling program (e.g., Adlerian, behavioral, cognitive, phenomonological, etc.). Specifying content and program goals helps to add meaning to the universe of possible inclusions in a counsellor training program, influences the subset of practice experiences utilized in the counselling program, and affects the type and manner of feedback the counselling student receives.

Preassessment. A fundamental aspect of sound instruction is the tailoring of instructional experience to the needs and abilities of the learner. This is possible only when an instructor ascertains the learner's present repertoire of content-related skills and knowledge. This task is no less important when the instructor-learner dyad consists of counsellor educator-counselling student. Attempts to determine student entering behavior typically include such things as personal interviews with prospective students, written papers on counselling orientation, submission of tapes depicting counselling style, references from supervisors, written examinations, and undergraduate grade point average. The attempt is to screen out unsuitable candidates, rather than match programs to levels of student expertise. Once admitted to a program, all students typically receive the same experiences regardless of different levels of entering behavior. We suggest that as counsellor educators we pay more attention to using preassessment data as a basis for tailoring counsellor training experiences to student entry capabilities, thus increasing the probability that what we do as counsellor educators will be effective in promoting desired student learning.

Objectives. After program goals have been established and learner entering behavior has been determined, specific instructional objectives can be set. In counsellor education, it is helpful to consider two types of objectives: process objectives, where the main focus is on what the instructor is doing and how the learner is responding, and product objectives, where the main focus is on the effect that the process activities have on learner behavior.

In the counsellor educator-counselling student dyad, two levels of process-product objectives are necessary with two categories of skills (see Figure 5).

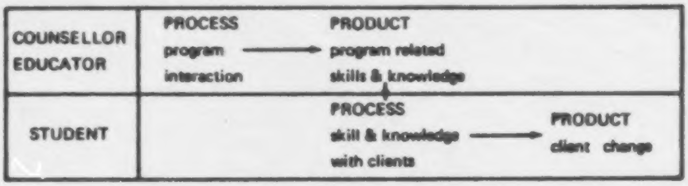
COUNSELLOR EDUCATOR
PROCESS
program interaction
PRODUCT
program related skills & knowledge
STUDENT
PROCESS
skill & knowledge with clients
PRODUCT
client change

Figure 5

Counselling students must develop counselling process skills (e.g., skills in communications, relationship building, specific intervention strategies) and counselling evaluation skills (e.g., skill in observation, monitoring, recording, charting). In other words, counselling students must know "how to do things" (counselling skills and strategies) and how to determine whether any client change is occurring (evaluate the effects of the counselling skills and strategies). These two categories of skills are overlaid on two levels of counsellor educator process-product objectives. There are process objectives that give rise to what activities the counsellor-educator will engage in with the counselling students, and there are first level product objectives that address the results of those activities. For example, counselling students may engage in role-play activities with counsellor educator feedback (counsellor educator-counselling student process) for the purpose of developing the ability to accurately perceive and reflect verbal content (counsellor educator-counselling student product). The above process objectives concern the degree to which the counsellor educator is able to engage the students in meaningful activities and provide specific and supportive feedback. The product objectives concern the degree to which the students are able to demonstrate accurate verbal reflection. The objectives in this case can themselves be further divided into process and product objectives, i.e., can the counselling student demonstrate an appropriate use of the skills with clients (process) and is the use of those skills accompanied by client change (product).

Delivery of instruction. Instructional procedures for the delivery and evaluation of counselling apply to the delivery and evaluation of counsellor training programs. In both cases we have an instructor and a learner (see Figure 4). Thus, counselling students are constantly exposed to suitable examplars after which to model their own counselling. Emphasis on process and product objectives, and procedures for their evaluation in the counselling program provides valuable observational learning for counselling students wanting to incorporate similar procedures into their own practice.

The counselling practicum is perhaps the most central component of most counsellor training programs. Within an instructional framework, certain levels of expertise are required prior to engaging in direct counselling practice. The instructional counsellor must have a knowledge of learning theory, instructional methodology, and counselling theory, and must have attained a repertoire of basic counselling skills and strategies. These are all necessary preconditions if the counsellor is to know what to teach the client, how to teach it, and how to tell when learning has occurred. Once these preconditions have been attained, the counselling student is ready to interact with clients in a supervised practicum. Again, if the practicum is to be a learning experience for the student, it must provide the opportunity for careful skill specification, focussed practice, and precise feedback. We suggest (following Cogan, 1973; Goldhammer, 1969) that a threefold approach, consisting of a precounselling conference, the counselling session, and a postcounselling conference, can insure that the three necessary conditions for learning are present in the practicum setting. The following instructions to counselling students illustrate this procedure.

> Before each counselling session, you and your supervisor (either on-site supervisor or faculty supervisor) should sit down during a pre-counselling conference and discuss what you plan to do in the next counselling session. Generally speaking, the goals for counselling should be clear to both you and your client. Further, you should be able to specify your objectives for a particular counselling session, the skills you intend using to achieve those objectives, and the client and process cues that will tell you whether the objectives are being met or whether some alternative plans (objectives and strategies) are more appropriate. After specific objectives and appropriate counselling skills have been determined you should also decide how the supervisor will observe and record your performance during the counselling session.

You will probably find it advantageous to record (video tape or audio tape) your counselling session or to invite your supervisor to sit in or to participate in your counselling session with you. This process allows both you and the supervisor to "zero-in" on specific elements of your counselling behavior. Following the counselling session, both you and the supervisor should take a few minutes to analyze separately and draw together your observations of the session in general, and your own performance in particular. Were the goals of the session attained? Did you make use of the specific counselling skills selected as appropriate during the precounselling conference? Was your use of these skills timely, appropriate, and powerful? How did the use of the skills contribute to the goals of the session? How did the clients react to the use of each skill? How did the skills selected match up with your own counselling style? Are there some skills which would have worked better than those selected? What would you do differently next time? What skill areas would you select for immediate improvement? These same questions should then be pursued in dialogue between yourself and your supervisor during a postcounselling conference. Remember that during the postcounselling conference it is your responsibility to openly accept feedback (positive or negative) about your skill practice so long as it is specific and oriented towards future skill development. It is the supervisor's responsibility to insure that his/her comments are directed toward the goals and skills agreed upon during the precounselling conference; that these comments are tied to careful observations of the actual counselling

> session; and that his/her feedback is constructive and, in the final analysis, understood by you. Only with careful skill specification, focussed practice, and precise feedback is it possible to gradually build-up an extensive repertoire of counselling skills and strategies.

Evaluation. Within an instructional framework, evaluation is always carried out in the manner specified in the objectives. When objectives contain both a statement of intended outcome and a statement of the procedure for determining whether the outcome has been achieved, evaluation procedures are decided before intervention begins. This puts the instructor in the position of being able to evaluate counselling or training on an ongoing basis. The goal of counselling, i.e., the purpose of the specific instructional activities utilized, remains a constant focus. Ellis (1977) points out that teaching skills to clients without maintaining a clear notion of the purpose for acquiring such skills is likely to result in rapid but superficial changes in client functioning, client self-deception, and ultimate retrogression. We suggest that counselling from an instructional perspective, and structuring counsellor training programs according to the same criteria, promotes a goal oriented focus where such problems are less likely to occur.

Conclusion

We have argued that counselling, vocational counselling included, may be viewed as an instructional process, and that when this view is taken, counselling practice, and counsellor training may be significantly affected. The implications of adopting a subsumptive instructional framework for counselling practice are extensive:

1. Counsellors can conceptualize counselling as an instructional process and acquire explicit skills in the broad instructional areas of assisting clients to formulate instructionally useful goals and objectives for counselling intervention; preassessing current client repertoires (behaviors, feelings, cognitions, attitudes, perceptions, beliefs, saleable skills, etc.) in relation to general statements of desired learning outcomes contained in counselling goals; planning and executing (with the client's full involvement) instructional activities likely to lead to client learning gains consistent with counselling objectives; and evaluating learning progress in relation to counselling objectives. In practice, this instructional process may be made explicit, and the attempt made to help the client understand and acquire skills in using the generic instructional process itself. Like any good instruction, the overall goal is to teach the client how to teach himself/herself in a self-directed manner (Rogers, 1969). If counsellors understand the basic process of instruction, and learn to teach this process to their clients in an open, honest fashion they may increase their effectiveness in relation to this long-term goal.

2. Counsellors, knowledgeable about basic principles of learning and instruction, can operationalize these principles through their counselling interactions. Instructional counselling requires that counsellors know how to make instruction meaningful, how to provide opportunities for client activity (practice) in the learning areas being addressed, how to provide valid and useful instructional feedback to client activity, and how to organize and sequence counselling activities in instructionally valid ways.

3. Counsellors can acquire extensive repertoires of discrete counselling skills in three basic categories of structuring, soliciting and reacting. Counsellors can learn about the typical instructional effects produced by these numerous counselling skills and how to select and sequence such skills to produce counselling strategies appropriate to the learning needs of individual clients in relation to specific problems and difficulties (e.g., job search techniques, decision-making strategies, anxiety control procedures, cognitive restructuring, participant modelling, cognitive stress innoculation).

4. Finally, instructional counsellors can systematically evaluate their own counselling effectiveness through combining a careful evaluation of client learning changes with an ongoing analysis of their own counselling performances in terms of basic instructional processes, skills, and strategies. As instructors, counsellors must continuously be concerned with an evaluation of their instructional actions from the functional perspective of "What are the learning outcomes associated with my counselling actions, and are these consistent with client learning objectives?" Effective counselling (instruction) is not a matter of 'good form' alone, but is defined in a functional manner in relation to client learning outcomes (Dunkin & Biddle, 1974).

There are, of course, numerous additional implications for counselling practice which emanate from the adoption of an instructional counselling viewpoint; however, even this brief list should be sufficient to indicate that much contemporary counselling practice including the practice of vocational counselling can benefit from conceptualizing counselling as an instructional process.

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CAREER PLANNING AND DEVELOPMENT IN BUSINESS AND INDUSTRY

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Sommaire: Bon nombre des raisons invoqués par les employeurs pour dispenser des services de counselling d'emploi sur les lieux mêmes de travail seront examinées, de même que les méthodes utilisées pour assurer ces services. La présentation comprendra également une discussion sur les besoins des conseillers en matière de counselling. Les principales tentatives pour intégrer les besoins de l'individu et les exigences de l'organisation, par le biais des programmes de counselling, constitueront des échecs ou des réussites.

Zusammenfassung: Viele der Gründe, warum manche Arbeitgeber betriebseigene Berufsberatung erteilen, werden besprochen; die eigentlichen Methoden der Beratungsvermittlung werden untersucht. Der Vortrag diskutiert auch die erkannten Berufsberatungsbedürfnisse der Arbeitnehmer. Besonders hervorgehoben werden erfolgreiche sowie vergebliche Versuche, die Bedürfnisse des einzelnen mit den betrieblichen Anforderungen zu vereinbaren.

I. Why is career planning, development and counseling being provided by organizations for their employees?

A. Career Pathing: With the ever-rapid increasing change in technology, traditional "career paths and ladders" are no longer clearly defined. That is particularly true in engineering and computer-related industries. The steady state (professional) and linear (managerial) career paths that have been so prominent in our recent past are beginning to erode to the spiral and transitory career paths associated with the emerging legitimacy of lateral and even downward mobility. Many employers are providing counseling that is aimed at assisting their employees to chart and navigate a route within the organization. The employee who has clarity in career path is seen as more productive.

B. Job Renewal: Many organizations are becoming aware of the prevalence of stagnation among once creative and productive employees. Counseling is seen as one attempt to revitalize these stagnated employees by assisting them in identifying new challenges and rewards in their jobs within the organization. The revitalization of stagnated employees not only results in more job satisfaction for the employee but increased productivity (and profits) for the organization.

C. Job Finding: Many organizations that are undergoing a reduction in force due to unfavorable economic conditions or changing manpower requirements are providing job finding assistance for their surplus or redundant employees. While this assistance may be viewed as altruistic by the affected employees, the payoffs to the organization are quite tangible. A swift return to gainful employment decreases the unemployment compensation costs for the organization and a smooth and quick transition to a new job almost always results in an increased image of the organization among both the public and those employees remaining in the organization.

D. Skill Building: The increasing number of skills needed to perform the jobs within the organization, together with the vast number of training courses available at both internal and external training facilities, generates the need for counseling assistance in selecting appropriate training opportunities. The payoff to the organization will be a clearer match between job requirements and employee skills.

E. Performance Appraisal: All large organizations agree that the appraisal of employees' performance by management, and a systematic method for this performance appraisal, is a basic element of a successful human resource function. Nevertheless, many organizations lack a systematic program and most first line supervisors conduct superficial and incomplete performance appraisals or avoid the task altogether. In order to increase the quality and effectiveness of performance appraisals, a growing number of organizations are utilizing professional counselors to teach supervisors basic "counseling" and coaching skills. The payoff to the organization includes both better-equipped supervisors and employees with a clearer awareness of their performance.

F. Upward Mobility: Upward mobility has long been an expectation of American workers and a constantly increasing and expanding economy has provided many opportunities for such mobility. However, recent conditions have complicated the opportunities for upward mobility by increasing competition. These conditions include the recent downward swing in the economy and the more pervasive push for higher level job opportunities from women and minorities. The use of in-house counselors to help employees in dealing with this competitive route to upward mobility can enhance the acceptance of the organization's affirmative action and equal opportunity programs by rank and file employees.

G. Job Rotation: Many large organizations are developing "stabilized" work forces.

The average age of employees has risen from the 20s and 30s to the 40s and 50s. People are not leaving the organization and there is decreased opportunity for upward mobility. In an attempt to cope with or prevent stagnation, some organizations have instituted programs of job rotation. Many of these organizations have utilized professional counselors to assist employees in choosing new assignments and in the often stressful task of navigating the transition to the new environment and co-workers.

H. Communication: A common cause of job disharmony cited by both employees and supervisors are problems with communication. Many supervisors have difficulty in communicating job requirements to subordinates and many employees report receiving either infrequent or unclear feedback on job performance. The use of counseling professionals to train both employees and supervisors in communication skills is a growing practice in organizations.

I. Continuing Education: In the United States, continuing education is closely associated with the workplace. The swiftness of technological changes in the engineering disciplines has long mandated strong linkages to continuing education. More recently, state licensure boards have set continuing education requirements for medical and other professionals. Industry is increasingly seeing the importance of counseling in the workplace as a method of facilitating selection and delivery of appropriate courses.

II. Who in organizations is receiving career counseling?

A. Professionals - Scientists, engineers, computer programmers, administrators, fairly high paid individuals who carry out the "essential" work of the organization – people who are expensive to replace – are often the recipients of career counseling in the organization.

B. Managers – And especially "fast track" managers – those who have been identified as having good potential within the organization are often the most visible recipients of career counseling along with other enrichment programs – all designed to maximize their growth and, hopefully, to keep them within the organization.

C. First-Line Supervisors – Usually promoted to supervisor because of their technical skills and attitudes, some companies are supplementing the crash courses in "human relations" with counseling aimed at assisting these new supervisors in charting a career path that includes a management role.

D. Clerical and Service Employees – More and more organizations, such as financial institutions, are recognizing that clarity about their own careers will permit these workers to focus more energy on the services that they must offer to internal staff and the public.

E. Women and Minorities – These individuals, whose upward mobility within many organizations has been retarded or blocked, are the recipients of a growing number of affirmative action career counseling programs designed to facilitate their movement within the organization.

F. Problem Employees – Counseling for employees with alcohol, drug, and psychiatric problems is often provided within organizations through their employee assistance program. In some instances these services have been expanded to include "career counseling".

G. All Employees – is the population that is emerging during the 1980s as the recipients of counseling in organizations. Some of the most comprehensive and most successful career counseling and development programs in the country are open to employees in all occupations at all levels.

III. How is career counseling and development delivered in organizations?

A. Individual consultation: Much of career development occurs in one-to-one, face-to-face meetings between employees and "counselors". Some organizations have professional counselors on staff while others bring in consultants on a regular or as-needed basis. Other organizations have assigned the responsibility for individual career counseling to personnel managers or training specialists – officials who vary widely in their counseling expertise. Many organizations have assigned the responsibility for employee career development to supervisors and managers and a growing number of these organizations are providing training in counseling skills to these supervisors.

B. Seminars and Workshops: Seminars have long been a "normal" method for organizations to impart information and skills to their employees. It is thus natural to conduct career development seminars. While many focus primarily on information about the company and its career paths, others present information on attitudes and behavior that enhance the changes for upward mobility. Some courses that bear the career development title are in reality seminars that teach management skills to newly selected supervisors. By far the most common content area of these "career development" seminars is communication. These communication techniques range from formal presentation and speech delivery for executives and engineers to transactional analysis and assertiveness training for secretaries. The most recent and fastest growing seminars focus on teaching career decision making skills to employees. While almost all career development workshops for professionals and managers are held on company time, a large number of seminars for clerical and other non-exempt employees are conducted after hours and on the employees' own time. A few combine both work and non-work time.

C. Books and Pamphlets: The 1970s saw the emergence of dozens of self-paced career diagnosis and planning manuals for employees. An indication that these manuals proved less than optimal in helping employees is reflected in their replacement in recent years by volumes of job descriptions and career progression ladders. Some organizations are even maintaining and publishing employee "skill directories" or "skill banks". In addition to books related to specific companies and careers, most company "career development libraries" stock a variety of personal growth and communication volumes and maintain college catalogs from most local colleges and universities.

IV. Why employees need and seek career counseling

A. Case #1: The Young Professional. Many professionals who have been in their career for about five years report that they are at a choice point – a point where they are confronted with the decision of remaining in their pure technical or research role or crossing over to a management track. These individuals are pulled by opposing forces: interest and involvement in the work itself is still a powerful magnet while money and prestige (although often denied) accrue to those who choose the management path. The difficulty of the choice is often heightened by an organization that bases management selection on technical expertise alone and ignores human relations competence. In addition, the young professional frequently has little idea of how to acquire management skills or how this new role might affect family life. He or she doesn't have enough information to make an informed decision.

B. Case #2: The Competent Secretary. There are a great many very competent clerical workers who are feeling tremendous pressure to "move up and become a professional". This pressure is both internal ("I am good and I ought to be a professional") and external ("You are just as bright and capable as your boss – you shouldn't be 'just a secretary'"). Many of these individuals are women in their early thirties, divorced and raising children, and with only a high school education. While she is now at a point in her life where she wants to focus on "me for a change", she also places a high value on raising her children – and that means spending sufficient time with them – time that upward mobility often dictates be spent in night classes. She feels frustrated by the lack of a clear career ladder for her within the organization and victimized by the psychological constraints of the society.

C. Case #3: The Mid-Life Male. The early forties is a common age for many men to question just who they are and where they are going in life, in their jobs, in their marriages – who are in essence questioning their entire existence. Once creative in their work, many have stagnated on the job; once good husbands and fathers, many have become aloof and isolated from their families; once sure about what they wanted to do and what they wanted to become, many are confused and unsure about any aspect of the future. These men feel isolated and alone; few realize that anyone else is confronting the same problems. If he is to make any change, it must be now; time is running out and he has no clear idea of what to do.

D. Case #4: The Entry Level Worker. Many young workers who have been on the job for two or three years are finding themselves on the first rung of a career ladder. They are seeking to identify the next rung and determine the requirements for moving up. "What courses or degrees are necessary?" "Do I have the ability to make it?" "Will there be a job here for me if I get the required education?" "Will the organization help me with my education and training?" This worker needs information about the self and the organization.

E. Case #5: The Computer Professional. The high technology computer and microprocessor industry is like a private game farm for technical recruiters. A major target for these "head hunters" is the skilled, young computer designer who is drawn from company to company by attractive pay raises. But the computer professional is now asking questions: "What are my values?" "Is it better to keep moving from company to company or move up within the organization?" "Should I move at all?" "What is the future of computers?" Life for the computer professional is providing more questions than answers.

V. A comprehensive career counseling and development program for employees: A model for the 1980s.

Probably the most comprehensive industrial career development program in the United States was established in early 1975 at Lawrence Livermore National Laboratory in California. The Livermore Laboratory is a high technology nuclear research facility employing about 7,000 persons in a wide range of occupations. The laboratory is a "maturing organization" that has, over the past 25 years, seen the average age of its employees grow from the late 20s to the early 40s. Sparked by the layoff of small groups of professionals around 1970, the career counseling and development program was established to assist all employees to take control over and actively manage their own careers. The program includes individual counseling, group seminars, and a career information center. The individual counseling is provided by a full-time staff of professional counselors and supplemented by a group of scientists and engineers who also hold advanced degrees in counseling. In addition, counseling interns from local universities participate in the counseling activities.

In addition to the professional counseling, supervisors are charged with the responsibility to provide career development assistance for their subordinates.

In addition to the individual counseling, the Livermore program offers all employees the opportunity to attend a series of career/life planning workshops. Attendance is voluntary and employees attend on company time. These experiential seminars focus on the assessment of skills, interests, and values and provide the participants with training in decision making and career strategy planning. Each participant attends a series of seminars, involving forty hours of classroom time sequenced over a seven week period. A total of 18 employees attend each session and stay together throughout the series.

While written materials are not a central element of the Livermore program, the laboratory does provide a career information center for employees. Staffed by a career information specialist, the center contains several thousand books, including volumes on specific careers, personal growth, communication, management development and financial aid, as well as catalogs for many colleges and universities. The career information specialist and counseling staff often refer employees to "informational interviews" with other employees in specific occupations. The staff also assist employees who are seeking a job change in the preparation of résumés.

In its six years of operation, the Livermore career planning and guidance program has provided counseling to over 2,000 employees, and over 700 have attended the formal seminar series. The effect of the program for these 700 employees is the subject of a regular follow-up evaluation system. One year after attendance in the seminar series, both participants and supervisors are surveyed. The results are impressive: morale has improved and remains high; communication has improved; participants are NOT quitting in droves, but rather changing occupational tasks and becoming very involved in continuing education. Even more impressive than the statistics are the reports of individual employees: a stagnating physicist has successfully navigated a mid-life crisis and rejuvenated his creativity; an under-employed secretary has negotiated a challenging assignment as a key department administrator; a mismatched engineer who was beginning to believe he was stupid has changed jobs and is receiving outstanding performance evaluations from his new employer.

As we enter the 1980s, more and more organizations are beginning to provide career development programs for their employees, not just management employees but employees at all levels. As employers institute these programs, they are calling upon professional counselors and personnel specialists with counseling skills to staff the programs. The combination of a sound program design, a competent and creditable staff, and a follow-up evaluation that clearly demonstrates bottom-line results should insure the establishment of more comprehensive programs that yield people results as dramatic as the Livermore Model.

AN EVALUATION OF EMPLOYMENT COUNSELING

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Sommaire: Une vue d'ensemble du rôle joué par le counselling d'emploi ainsi que de l'objectif de l'évaluation. L'exposé comprendra une description des clients, de la gestion et de l'administration de l'étude ainsi que des circonstances dans lesquelles se déroule le counselling. Tout en présentant les premiers résultats de l'évaluation, on décrira la méthodologie suivie et précisera les limites de l'évaluation. On insistera davantage sur les résultats et les attitudes pendant la deuxième phase de l'étude-pilote. On émettra finalement des recommandations pour les prochaines évaluations.

Zusammenfassung: Der Vortrag gewährt einen Überblick über die Rolle der Berufsberatung sowie über den Zweck der Studie. Der Vortrag enthält eine Beschreibung der Klienten, des Beratungsschauplatzes sowie der Handhabung und Durchführung der Studie. Die vorläufigen Ergebnisse werden besprochen; Methodik und Grenzen der Auswertung werden beschrieben. Die zweite Phase der Pilotstudie wird beschrieben; dabei werden Ergebnisse und persönliche Einstellungen besonders betont. Schließlich werden Empfehlungen für zukünftige Auswertungen vorgelegt.

In this report I hope to describe the findings of a pilot study, which hopefully will eventually lead to an evaluation of the Impact and Effectiveness Study of Employment Counseling as provided in the local employment offices in the Job Service.

The study was prompted because several Labor Department Administrators questioned the cost-effectiveness of the Employment Counseling process. A concern had been expressed as to whether the staff time devoted to counseling could more effectively be used in direct referral and placement activity.

The selection of meaningful and appropriate outcome measures for counseling has been a persistent and difficult problem. Among counselors there is a wide difference of opinion as to just what is a significant outcome. Asking Counselors primarily **elicits** personal reactions and often the individual's view of the counseling experience and its effect on future behavior is rationalized. C. H. Patterson states that "research in the Social Sciences presents problems which are not present in the physical science". The Cause and Effect is more obscured by time delays, attitude changes, and those factors which bring about positive outcomes. Another problem which obscures a sampling technique relates to any attempts to generalize. This is especially so in employment counseling where the population samples vary so greatly. Employment service counseling applicants come from all ages, all education levels and achievements, training and work experience. Many have barriers to employment because of age, physical handicaps resulting from accidents, war or injury, economic and racial settings and backgrounds. To effectively evaluate, it would be necessary to study the impact on similar groups. Thus the settings of the employment service make evaluations very difficult, if not impractical. Random sampling is, therefore, not suitable.

The study was assigned to the Stanford Research Institute which adopted an economic impact study format, using a short-run economic gain as the initial criteria of effectiveness. This initial measure failed to show any significant economic gain by applicants which would favor counseling. This finding which measured the initial salary gains during the first 30-day period immediately following the counseling as compared to "job-ready" applicants, could not reflect true "positive outcomes". In fact using these criteria, counseling should show a financial loss; for example, the individual may have decided to take training, or to seek employment where the 'longer-range' prospects seemed more suitable. Hopefully individual plans go beyond the immediate 30-day period.

The first phase of the study attempted to:

1. Identify the elements in the counseling process, in an employment service office.

2. Identify the differences between counseling and interviewing.

3. Determine whether Management attitudes and limitations, such as 'time restrictions', office facilities, staff attitudes and cooperation, reduced the counseling effectiveness.

4. What was the variation in the counseling service provided in different offices, such as small offices and major city offices with several Counselors.

5. Finally to identify and select sites in which to conduct a study of the impact of employment counseling on applicants.

To meet these objectives, the Stanford Research Institute first conducted an intensive process examination of the counseling program as conducted in twelve employment service offices.

Based on the results of that analysis, questionnaires were mailed to Office Managers, Counselors, Supervisors, and to two Placement Interviewers in each of 800 local offices.

The following information was gleaned from those questionnaires, bearing in mind, of course, that merely asking staff members whether they perform counseling is not an objective method for securing that kind of information. Responses indicated:

— Approximately 90% of the Placement Interviewers reported that they occasionally provide some type of counseling.

– Yet, on further questioning, these same interviewers performed very few, if any, of the activities associated with counseling.

– Only 10% filled out the counseling portion of the counseling forms, or made any record of the discussions.

– 15% developed any formal employability plans.

– Less than 10% interpreted any test results.

– 15% said they gave formal counseling related to occupational choice, change, or adjustment.

– About 15% of the interviewers indicated that they had had some counseling preparation.

The counselors' responses to the questions as to what activities they performed were as follows:

– 80% interpreted test results and made assessments.

– 75% document counseling sessions.

– 80% follow up on active cases.

– 85% made referrals to other community agencies.

– 90% referred their applicants to jobs – despite this ratio only 25% indicated they emphasized immediate placement in their counseling sessions. They all said they emphasized long-term goals.

– An interesting finding of this review was that, in several offices, more applicants were referred to ES Counselors by other community agencies than by the local office interviewers.

Office Managers were asked whether non-counseling staff performed some type of occupational counseling. The results suggested:

– 10% of the Managers encouraged this type of service.

- About 80% allowed no one but a counselor to charge time to the counseling function code.

- About 50% of the Supervisors felt that there was no difference between counselors and interviewers.

- Over 65% of the Supervisors felt that counselors see people who are difficult to place.

- Of the staff surveyed the formal education level of the Employment Counselor was higher than that of the interviewers.

- 35% of the counselors had a Master or PHD, compared to 5% of the interviewers.

Attitudes toward Counseling:

- 95% of the counseling Supervisors felt that the Office Manager supported the use of counseling services.

- 80% of the Placement Interviewers felt ES Counseling services were either "very helpful" or somewhat helpful.

The SRI study identified three stages in the employment counseling process; these are: (1) understanding, (2) exploration, (3) action.

In the first stage an applicant comes to an understanding of his true occupational interests and preferences, aptitudes and skills, job requirements and opportunities, and translates this information into a realistic vocational objective. The second stage explores various ways to arrive at the objective and to develop a plan of action. The third stage is to put the plan into action.

Many applicants have specific needs which can be met without going through the counseling process. For example, some applicants just seek information, having previously developed a plan and seek verification. Some need assistance and ways for carrying out a plan. Employment Counselors do more than vocational choice, change and job adjustment counseling. In a study of the "impact" of counseling, it also needs to be pointed out that conditions and the role of the counseling service have a major impact. Andy Helwig in his Doctoral Thesis, 1978, University of Wisconsin, indicated that personal preparation, experience, age, sex, time spent in counseling activities, privacy and supervision have a significant impact. His conclusion is that factors of a personal and organizational nature contribute significantly. He stated "We can conclude that perception of 'role conflict' and 'role ambiguity' is a strong predictor of job disatisfaction". Helwig measured role conflict by responses to such items as "having to do things which should be done differently; receiving conflicting duty assignments without adequate resources or time". Of course, one recognizes that these conflicts exist in settings other than Job Service Offices. My point here is that these all impact on the effectiveness of an individual and on the effectiveness or outcomes of the services provided.

The subsequent follow-up questionnaire was submitted by SRI to provide a further description of the Counseling program in Employment Service offices, and to secure additional information for the national evaluation of the impact on counselees.

The response rate was good, 83%. An interesting note was the rate of the individual responses by individuals in various job titles: Office Managers, 85.6%; Counseling Supervisors 79.4%; ES Counselors 82%; Placement Interviewers 84.6%.

Responses relating to previous job experiences indicated that of ES Counseling personnel 44% of the Managers had been ES Counselors, and that

81% of the counselors had been interviewers. 22% of the interviewers claimed previous experience as counselors and 32% indicated no ES counseling experience. Budget support for the counseling program services ranged from a high of 25% to 2.5%. Individuals counseled varied from just a few, 100 or less, to 1000 per staff year worked.

In this survey 85% of staff felt that counseling was very helpful for applicants. While this subsequent questionnaire gives considerably more insight into the "state of the art" as reported by local office staff, it does not provide meaningful comments as to the impact of ES counseling on the applicants served. Since the role of ES counseling is to assist applicants who must choose, change or adjust to the world of work insofar as individual participation in the work force is concerned, we are awaiting further reports.

Meanwhile the primary objective of the "Impact Study" remains unanswered. If we were to conclude that studying the characteristics of staff would yield answers, I fear we have a long way to go.

In an effort to demonstrate the impact of improved counseling services on ES applicants and of direct benefits to Managers a short Video Tape was developed. This tape was developed as a part of the "Competency Based Counseling Program". The tape provides testimony from Managers of the benefits to Management from effective Counseling services. These brief 'testimonies' illustrate the "Impact of ES Counseling" on applicants, local office staff, Management, and to the public. It says that Employment Service Counseling provided by competent, well trained and concerned staff is probably the most 'cost-effective' service that a public employment service can provide.

Data clearly substantiate the effectiveness of a service which assists individuals with barriers to employment achieve equal to or higher placement rates than the 'job-ready'.

EVALUATION OF COUNSELLING PROGRAMMES IN A FIELD SETTING

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Sommaire: Les principales méthodes d'évaluation des instruments, des techniques et des stratégies de counselling sont présentées, ainsi que les difficultés qui se présenteront vraisemblablement dans des cadres de counselling appliqué. Puis, l'évaluation de CHOIX (système informatisé de renseignements sur les professions, qui dialogue avec le client) à l'échelle nationale est décrite. Une conception hybride de l'évaluation a été élaborée pour cette étude, afin de tenir compte à la fois de mesures économiques et psychologiques. Les difficultés éprouvées (qui ont été résolues ou acceptées) comprennent des contraintes temporelles et humaines, la résistance des clients et des conseillers à l'expérimentation ainsi que l'élaboration d'instruments satisfaisants.

Zusammenfassung: Der Vortrag befaßt sich mit den wichtigsten Ansätzen zur Bewertung von Beratungsmitteln, -verfahren und -strategien sowie mit Problemen, die in Praxissituationen auftreten können. Darauf folgt eine Beschreibung der bundesweit durchgeführten Bewertung von CHOICES, einem computerunterstützten, interaktiven Berufsinformationssystem. Für diese Untersuchung wurde ein Bewertungsplan entworfen, der wirtschaftliche sowie psychologische Maßstäbe anlegt. Zu den Problemen, die auftreten und entweder gelöst oder als unvermeidlich in Kauf genommen werden müssen, gehören Zeitmangel, menschliche Schwächen, Scheu vor Experimenten (bei Ratsuchenden wie auch bei Beratern) sowie unzureichend entwickelte technische Hilfsmittel.

I – INTRODUCTION

In recent years, it has become mandatory in many jurisdictions for new programmes in counselling and education to be subjected to close scrutiny. Many models for this assessment process exist and the beginner in the area is often confused on how to approach the evaluation process. My intention today is not so much to describe the models which are available but rather to look at the problems associated with the actual evaluation of programmes or techniques in a field setting.

Natural scientists have an advantage over the social scientists in experimentation in that their work can be carried out in the controlled environment of the laboratory. We, on the other hand, cannot even identify, much less control, all the variables affecting our results. I would like first to review very briefly the major evaluation models and then describe some of the problems we encountered on a national evaluation which is just now being concluded.

II - MAJOR EVALUATION MODELS

Although there are many schemata of organizing evaluation models, the following constitute the most widely used and adopted models. These models are:

	MODEL	PROPONENTS
1.	Systems Analysis	Rivlin
2.	Behavioural Objectives	Tyler, Popham
3.	Decision Making	Stufflebeam, Alkin
4.	Goal Free	Scriven
5.	Criticism	Eisner, Kelly
6.	Accreditation	Professional Organizations, Braskamp, Brandenburg
7.	Adversary	Owens, Levine, Wolf
8.	Transaction	Stake, Smith, MacDonald, Parlett-Hamilton

Now, let me give you a brief overview of each.

1. Model: Systems Analysis

This is a model which has been adopted by the federal government of Canada. Rivlin described it as a systematic analysis of social action programs.

Proponents:	Rivlin
Major Audiences:	Economists, Managers
Assumes Consensus on:	Goals or objectives of the organization Known cause and effect Quantified variables
Methodology:	PPBS (Programmed Planning and Budget System) Linear Programming Planned Variation Cost Benefit Analysis
Outcome:	Efficiency
Typical Questions:	1. Are the expected effects achieved? 2. Can the effects be achieved more economically? (Identification of alternatives) 3. What are the most efficient programs?
Risks:	Undervalues long term psychological payoffs of a system.

2. Model: Behavioural Objectives

Tyler proposes that the effectiveness of a programme will be reflected in specific measurable changes in the client's behaviour rather than in the expressed opinion of the client.

Proponents:	Tyler, Popham
Major Audiences:	Managers, Psychologists
Assumes Consensus on:	Prespecified Objectives Quantified Outcome Variables
Methodology:	Behavioural Objectives Achievement Tests
Outcome:	Productivity Accountability
Typical Questions:	1. Are the clients achieving the objectives? 2. Is the counsellor producing the desired outcomes?
Risks:	It can often have over-simplified aims and can ignore processes.

3. Model: Decision Making or Management Analysis

Purpose:	To increase rationality in day to day decision making.
Proponents:	Stufflebeam, Alkin, Lessinger
Major Audiences:	Decision-makers, especially Administrators and Economists
Assumes Consensus on:	General Goals Criteria
Methodology:	Surveys Questionnaires Interviews National Variation

Outcome:	Effectiveness Quality Control
Typical Questions:	1. Is the program effective? 2. What parts are effective?
Risks:	It over-values efficiency and undervalues implicits.

4. Model: Goal Free

Purpose:	To assess the effects of a program.
Proponents:	Scriven
Major Audiences:	Consumers
Assumes Consensus on:	Consequences Criteria
Methodology:	Bias Control Logical Analysis Modus Operandi
Outcome:	Consumer Choice Social Utility
Typical Questions:	1. What are all the effects?
Risk:	It over-values documents and record keeping.

5. Model: Criticism or Blue-Ribbon Panel

Purpose:	To provide standards of excellence.
Proponents:	Eisner, Kelly
Major Audiences:	Connoisseurs Consumers

Assumes Consensus on: Critics
Standards

Methodology: Critical Review

Outcome: Improved Standards

Typical Questions: 1. Would a critic approve this program?

Risk: It can postpone action and over-rely on intuition.

6. Model: Accreditation

Purpose: To maintain standards of competence in a profession.

Proponents: Professional Organizations

Major Audiences: Members of the Profession
Public

Assumes Consensus on: Criteria
Procedures

Methodology: Tests
Review by Panel
Self-study
Achievement of Recognized Standards

Outcome: Professional Acceptance

Typical Questions: 1. How would professionals rate this program?

Risk: It ignores the values of outsiders.

7. Model: Adversary Evaluation

Purpose: To resolve a two-option choice.

Proponents:	Owens, Levine, Wolf
Major Audiences:	Jury
Assumes Consensus on:	Procedures and Judges
Methodology:	Quasi-legal Procedures
Outcome:	Resolution
Typical Questions:	1. What are the arguments for and against this program?
Risks:	Personalistic, superficial, time-bound

8. Model: Transaction – Observation

Purpose:	To provide understanding of activities and values.
Proponents:	Stake, Smith, MacDonald, Parlett-Hamilton
Major Audiences:	Client Practitioners
Assumes Consensus on:	Negotiations Activities
Methodology:	Case Studies Interviews Observations
Outcome:	Understanding Diversity
Typical Questions:	1. What does the program look like to different people?
Risk:	Over-rely on subjective perceptions: ignore causes.

As you can see, there is no end of models one can use in evaluation. And each and every one has its staunch proponents. However, many times, a specific model cannot be adopted wholeheartedly for a variety of reasons, not the least of which may be political. Such was the case with the evaluation I am about to discuss.

III – CHOICES

CHOICES is an interactive computerized career information system intended for use, where possible, in a counsellor-mediated mode. It is designed to be used by a client to research personally relevant career opportunities and information and to encourage appropriate career planning and implementation. This system uses both national and provincial data. Many of you here are familiar with the system and have tried it out.

During the winter of 1977-78, we conducted both the formative and the initial summative evaluation. The general reaction from users was very positive. Further, there was evidence that clients began to consider occupations to which they could more realistically aspire as fulfilling careers (Casserly, 1978(a)). There was significant evidence in the follow-up one month after treatment that CHOICES subjects were significantly more likely to have decided to continue their education and to begin career implementation steps, such as contacting potential employers or preparing résumés, than were control subjects who received the regular career counselling. Those who began jobs tended to be more satisfied with the new job than they had been with previous jobs.

These results, in greater detail, were presented by the Canada Employment and Immigration Commission to the Treasury Board who, in turn, requested a much more extensive evaluation of CHOICES before funds for national implementation would be provided.

As a result of the fact that CHOICES would not be funded without a very thorough field trial, we prepared a proposal. I have a few copies available for those of you who are interested.

In developing this proposal, we reviewed the models I presented to you earlier. However, no single theoretical model met the needs of the four partners in an evaluation process: the developer, the evaluator, the funding group and the user.

These four are the players in any evaluation. In the case of CHOICES, the developer was the Occupational and Career Analysis and Development Branch (OCAD) of the Canada Employment and Immigration Commission. The evaluator was the Strategic Policy and Planning Branch of the Department of Employment and Immigration. The authorizing or requesting agency is the Treasury Board and the users are the local offices of the Canada Employment and Immigration Commission.

As developers, we were interested in demonstrating the effectiveness of CHOICES in order to get on with its development and implementation. Our focus was on the behavioural objectives model. The answers which we wanted related to such questions as:

1. Does CHOICES provide more career-related information than other systems?

2. Does the CHOICES client make more appropriate occupational decisions for the use of his/her abilities and qualifications?

3. Does the CHOICES client select a job in an area congruent with his/her identified work values and abilities?

4. Do CHOICES clients who are placed in training or work experience programmes express greater satisfaction than non-CHOICES clients?

Traditionally, these have been called "soft" questions, i.e., do not involve the financial aspect but are very important to a counsellor relating to a client.

The efficiency questions are the ones which form the focus of the economist who is doing the evaluation. They are called "hard" questions because the answers can be translated into dollars and cents. Typically, these questions focus on the area of cost analysis. For example:

1. What are the operational costs of CHOICES compared to other systems?

2. What are the savings made because of reductions in drop-out rates for re-training?

3. Do CHOICES clients have a lower job turnover rate?

The agency responsible for the funding of the development or operation of an instrument (in this case, Treasury Board) also has specific questions. The main one is simply: "Is this the best value for the dollar spent?"

Finally, the actual user of the counselling tool or technique must assess how well it fits in with the agencies' available resources and mandate. Their questions deal with the day-to-day effect of a new system. Typically their concerns are:

1. To what degree does CHOICES contribute to the achievement of regional objectives?

2. What resources must be allocated to operate CHOICES?

3. What effect does CHOICES have on the workload of CEC counsellors?

Each of the partners in the evaluation has a different, yet related, perspective and no one model meets all the needs. So in preparing a design we had to develop a hybrid design. I think that in most evaluation projects such an amalgamation of models is essential. The experimental design which was adopted was the four-group Solomon design. This model is designed to control for the potential stimulus effect of the pretreatment questionnaire. The information which was to be collected from counsellors and clients looked at all the areas of concern which we have presented, both efficiency and effectiveness measures.

The subjects were the clients of Canada Employment Centres from selected locations across the country. The design was pure and should have resulted in clear evidence to make judgments concerning the use of CHOICES. In fact, because of its size, tremendous problems were encountered. Because any or all of these problems could be encountered in any field type evaluation, we want to present them to other evaluators.

I do not want to be pessimistic but some or all of these problems are bound to occur and must be overcome if the evaluation is to have any meaning for decision-makers. At times the problems are discouraging and it is here that preparation really pays off.

IV – PROBLEMS

Problems can arise in each and every step of an evaluation conducted in a field setting. I have listed eleven major areas for which anyone here doing evaluation must be prepared. I will illustrate with examples from the CHOICES evaluation.

1. Conflicts of Mandates

One problem which will exist from the beginning to the end are conflicts between the overlapping responsibilities. Our branch, OCAD, has a vested interest in receiving a "yes" for CHOICES. Consciously or unconsciously, this has an effect in the way we react to an evaluation of our product. Further, we are developmental psychologists who place a great emphasis on helping our clients even if the payoff takes a while to show. The Strategic Policy and Planning Branch of the Department, who had the responsibility to conduct the evaluation, are economists. Their questions focus on the effects of this programme on the overall labour market. The third participant is the Treasury Board of Canada who has requested the evaluation. They perceive themselves as protectors of the public purse. Finally, there are our regional offices who have a variety of responses to any intervention from national headquarters. Their first question deals with the resources required for their involvement. Their second is what is the payoff for their participation in the study. So the first problem the evaluator has is juggling all these concerns and coming to some kind of just balance. That is easier said than done. Maintaining research objectivity is a goal that must be worked on constantly.

2. Subjects

Two important areas which the developer must have defined prior to the beginning of the evaluation are the objectives and the target population for the programme. Typical examples are students, Canada Employment Centre clients, clients with a history of job instability and women returning to the work force. In the development of any project, the developer is the one to specify who the program is designed to serve. It is the job of the evaluator to see if, in fact, the program works with this designated target group. Developers often have the tendency to assume that their product can be all things to all people. If the evaluator allows that point of view to stand, then the product will rarely survive a rigorous evaluation.

Once the population is known, it then becomes important to specify who the subjects are going to be. In CHOICES, we decided that since it was to be available nationally, then it should be tested nationally. While such a design is procedurally very sound, it is important to remember that it is also very expensive and when the costs of the research begin to approach the costs of the development then the evaluator must take another look at the design.

For any design which involves a follow-up the next problem is the loss of subjects due to their mobility. Student groups usually cause the least problem. They tend to remain in school and for those who move there are official records of the new address. Clients in a Canada Employment Centre – especially those who are both young and unskilled – tend to have a high rate of mobility. Special follow-up procedures have to be planned right from the beginning or else the final sample could be as little as 10% of the original subject pool. In the CHOICES study, we compensated for this by going after a very large initial sample (proposed 12,000) and by having the data collection agencies use a series of telephone and mail contacts for each subject.

There is always a tendency to use the most available subjects. Traditionally, in psychological research, this has been students. But there is little evidence to indicate that the data can then be generalized. My warning on subjects is not to stick with using the most accessible clients if their characteristics don't match the target population, even if this does mean using special follow-up processes.

3. Effects of Interventions

Much has been written in the journals of social psychology about the effects of an intervention per se — no matter what it might be. The Hawthorne studies of half a century ago are the classic examples of the phenomena of which an evaluator must always be aware. In fact, research has demonstrated that even alerting the subjects to certain topics, such as through the use of pre-questionnaires, is enough to cause changes. For this reason, we used the Solomon design in which preliminary data was not obtained for one-half of the experimental and control subjects. In this way we hoped that they would not be alerted to the specifics looked at in CHOICES.

The next aspect of the intervention problem is the fact that any treatment is potentially negative as well as positive. The evaluator must weigh these effects as carefully as possible in deciding who is to be exposed to the treatment. If it works well, the complaint will be that the evaluator should have been more generous and faster in implementing it. If it doesn't work out, the evaluator will be criticized for playing God and playing with people's lives. There is a fine line between winning and losing in this area. Always the evaluator is looking at the risks of change measured against the risks of no change.

A further problem occurs when the evaluator is from an outside group (which in CECs can include anyone from national headquarters). This has a number of potential effects on evaluation results which have nothing to do with the treatment per se. A primary effect is that the regular routine must be modified. The degree of modification is dependent on the manager or counsellor who is giving the treatment process. In the CHOICES research, there were two definite trends. One group of counsellors was so enthusiastic about the use of CHOICES that a lot of their other assigned priorities went by the board. It was not unusual for this group to spend a lot of extra, volunteered hours working with the experimental subjects. After a few months, they were very tired and behind in their work which had further repercussions, noticeably among disgruntled managers and peers. A second large group was visibly hostile to "yet another innovation from the guys in the Ivory Tower of Ottawa". These counsellors declared repeatedly that they couldn't find any suitable clients, no matter how clearly they were given the specifications for selection of subjects. Both groups had to be monitored to prevent unwitting sabotage because neither represents the "real life situation" of a program which is in regular use.

Even when counsellors do accept to be involved in the try-out of a new system, there is the human tendency to modify it. For example, CHOICES is designed so that a client sits at the terminal by him or herself, thus freeing the counsellor for other activities. Yet, often counsellors insisted on sitting beside a client for the entire length of the client-computer interaction. Counsellors got bored quickly and some would unconsciously rush a client by skipping certain options. Again, the system could not be evaluated according to its original design for application. Evaluators have to be on guard against all kinds of unexpected reactions to the intervention as such and must be aware of them both at the time of training users of the system and in the interpretation of the data.

4. Resources for Research

A major reason for evaluation is usually to justify the costs associated with further development and for the introduction of a new tool or technique. But the parties involved have to realize that there are costs involved with evaluation that will have to be absorbed by someone.

One of the first questions to be resolved by an evaluator is who will provide the resources and what resources are to be provided. Resources include both the official financial and human resources dedicated to the evaluation as well as the volunteer resources which are to be made available.

Any limitations in resources must be reflected accurately in the plans for the field research. The most grandiose data collection in the world can be useless if no money is left in the budget for data analysis. In the case of CHOICES, the evaluation was demanded by Treasury Board, and funds had to be provided by us and the human resources from specialists in evaluation at CEIC. However, a great deal of "volunteer labour" was the active contribution of the counselling specialists, managers, counsellors and CEC support staff in each of the regions participating in the project. If you are conducting a small study, with limited resources, this is the ideal time to collect on any outstanding favours owed to you. Before the evaluators begin, they should ensure that the assignment of duties for all available resources are clearly specified. Failure to do so often means that one important little cog is overlooked causing all kinds of scrambling once the study is actually underway and with no resource contingencies available to meet the crisis.

5. Defining the Appropriate Design

As has already been made abundantly clear today, there are all kinds of theoretical models which can be adopted and adapted to specific situations.

The trick is to find the one which suits best. It is rare that any one "off the rack" model will fit exactly. It is for this reason that we designed a hybrid model to meet our specific needs. Usually, the evaluators will have some kind of design model in mind when they first begin to consider what must be done. But it is at this point when the objectives, needs and resources have been identified that the final design is drawn up to take all these factors into account. My warning here is: Don't lock yourself into any design too soon and have some acceptable options ready to put into place when the problems crop up.

6. Maintenance of the Integrity of the Original Research Design

It is essential that an evaluation stays as close to the original design as possible. Unfortunately, the more people that become involved, the more difficult it is to maintain the integrity of the design. In field research, it is essential that there be regular on-site visits and open communication with the counsellors who are using the process. This becomes especially difficult and important in a large scale evaluation. The CHOICES sites were scattered across the country in both rural and urban areas. While there were two evaluators assigned to this project full-time, and up to three others on call, even then on-site visits tended to be restricted to those areas of easy access such as metro CECs.

Evaluators have to remember that often where there is a need for co-operation from a very large group with varying interests, the design is likely to be compromised by meeting the stipulations of sub-groups. While some flexibility in field research is required, too much can destroy the whole point of the exercise.

7. Instrument Development

The next problem in evaluation is an entire specialty all by itself and it should come with a red flag attached to it for all novice evaluators. The problem is how to measure what you really want to measure. In this area, what I call "soft instruments" abound. These are questionnaires with questions like "Did you like this system? (choose one): (a) a very great deal (b) a great deal (c) a whole lot?" Worded carefully, any counselling technique or tool in the world can come through with flying colours. There is a tendency for developers who are doing their own evaluation to devise these types of surveys, and sometimes in a way that is not much more sophisticated than the example I have just given. My suggestion here is that if you don't know what you are doing in measurement, then get help. Numerous specialists in universities and private agencies are available to help for a fee. There are many off-the-shelf products which can be used as well. But even with these there are problems. Many of the tests have been developed in other countries and lack direct transference to the Canadian situation. Others will be written at a conceptual level that is too advanced for your subjects. And in a national study like CHOICES, the instruments must be not only used in two languages but must have the identical meaning in French as in English. Our problems in the CHOICES evaluation were to develop short, self-administered surveys written at the grade 8 level in English and French that would obtain all the information that was required to evaluate the efficiency and effectiveness of the system. Not surprisingly, this task alone took several months and many trials. In developing your research instruments, be sure to allow sufficient time to try it out with typical groups. You will discover problems such as you haven't asked what you thought you asked or the data is in such a form that you can't interpret it intelligently or that it will be very expensive to work with. One of the factors we wanted to examine was the effect of the CHOICES experience on vocational maturity. Because of our previous research, we rejected the two most frequently used tests, Crites' Career Maturity Inventory and Super's Career Development Inventory. Luc Bégin of our branch developed the measure of vocational maturity which is unique to Canada. The problem with it has been that because it is still in development, it has been awkward and time-consuming to administer and score. So even developing situation-specific tests leads to problems and financial expenditures.

8. Data Collection

Chronologically, the next major problem area to be encountered will be associated with data collection. Here, the evaluation of CHOICES could be used to illustrate most of the problems in the book. The following suggestions are based on common sense, but it is amazing how you can get so caught up with what you are doing that you forget important details.

1. Have a distribution and collection system established for your data. Often we forget little things like how questionnaires are to be returned to the researcher and who addresses the return envelopes.

2. Ensure that all authority figures have given their approval for the project. The initiation of data collection for CHOICES was delayed in two regions of the country because this problem hadn't been clarified. Then it becomes necessary to call in senior level enforcement and the

result can be a lingering hostility from those whose co-operation has been coerced.

3. Ensure a sufficient supply of test materials. This is especially important when the data collection is to take place in a limited period of time. There are few experienced evaluators who have not spent a late night collating their questionnaires to meet an unexpected crisis.

4. Assess the benefits of using an outside consultant organization for specific tasks. The follow-up of subjects in the CHOICES evaluation was simplified by using a national company which had offices in most major cities.

5. Have a realistic timetable that allows a margin for error. In CHOICES, the people at the local level thought it began too quickly and they balked at participating. This is an ulcer-causing situation for the evaluator.

6. Have an accurate estimate of the length of time it will take to gather data. In CHOICES, we estimated one-half of the daily maximum of potential CHOICES users would be processed each day and that this allowed for losses in subjects due to holidays, sick leave or counsellors on training. This over-inflated estimate resulted in tremendous problems. The actual retrieval rate was only a fraction of what had been planned on. The result was that data collection had to be extended by a month and costs increased accordingly. Field trials will identify many of these problems.

9. Data Analysis

Data analysis is one of the last actual steps in evaluation but, in fact, it must be kept in mind right from the time the objectives are established. The options for the kind of analysis will affect both the design and the instrument development. Even standard programs available through SPSS or BMD cannot simply be dropped into place but require some modifications.

CONCLUSION

One could go on a long time about the problems of doing evaluation. I have not even mentioned the frustration and exhaustion experienced by workers in this area. A good evaluator, when all is said and done, is the one who can always see the light at the end of the tunnel and follows Cohen's Law. Cohen is from the same philosophical school as Murphy who wrote such great ideas "Anything that can go wrong, will go wrong", and "In Research, everything takes twice as long as the maximum time allowed for it". Cohen wrote what every evaluator learns the hard way. "Murphy was an optimist."

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COUNSELLING POLICIES FOR COLLEGES AND UNIVERSITIES

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Sommaire: Une discussion suivra un exposé des dispositions réglementaires et non réglementaires concernant le counselling d'emploi dans les universités et collèges britanniques. Les décisions relatives aux politiques en matière de counselling sont liées à l'influence dont jouissent les personnes clefs qui évaluent les besoins et déterminent les principes, la philosophie et la pratique. La mise en oeuvre et le perfectionnement du counselling dépendent des ressources financières et humaines disponibles, de la confiance placés en ces services et de leur rentabilité. La méthodologie utilisée pour établir un service de counselling intégré à l'université de Keele constituera un exemple de counselling adapté à un établissement particulier.

Zusammenfassung: Der Vortrag befaßt sich mit den gesetzlichen und sonstigen Vorschriften über die Berufsberatung an britischen Colleges und Universitäten. Grundsätzliche Entscheidungen werden maßgebend von Fachleuten beeinflußt, die den Bedarf ermitteln und dann Prinzip, Konzeption und praktische Maßnahmen ausarbeiten. Durchführung und Entwicklung richten sich danach, welche finanziellen und menschlichen Ressourcen zur Verfügung stehen. Außerdem kommt es auf das in die Beratungsdienste gesetzte Vertrauen sowie auf deren Wirksamkeit an. Die bei der Einrichtung eines integrierten Beratungsdienstes an der University of Keele angewandte Methodik dient als Beispiel, das sich auf eine bestimmte Bildungsstätte bezieht.

Policies may take the form of legislative requirements or informal agreement to provide counselling services. There is legislative requirement in Britain to provide vocational guidance to young people through the local educational authorities. No such requirement is made of the colleges and universities.

I assume a workshop is concerned with exploring issues, that participants come with differing needs and expectations, that some will wish to seek solutions to problems facing them now in home institutions and some will be contributors to ideas.

To provide some basis for discussion, it may be helpful to provide some input based on how I perceive a policy for the provision of counselling services having been introduced in one University. What is the policy for counselling at this University? I asked our academic Registrar. "There is no stated policy - if you want to know the policy, examine the practice" he replied. The way in which the policy was established is my story to tell and I wish to be brief.

The University of Keele was established in 1950 in 400 hundred acres of parkland in the heart of the Midlands. Its philosophy was inspired by Lord Lindsay of Balliol who believed in the wedding of the cultures. The Foundation Year was a special feature - this preceded three years of a double honours programme which included subsidiary courses (minors) on a wide variety of subjects. All staff and students were originally in residence - a community of scholars. Emphasis was on tutorial methods of teaching and learning.

All universities in Britain have careers and appointments services - these have developed by collective discussion of need and by the decision of individual universities. The Committee of Vice-Chancellors and Principals is an influential committee. Reports of the University Grants Committee are also influential since the UGC holds the purse strings.

Quinquennial reports, "University Development", demonstrate growing interest in counselling. Eighteen years ago the University of Keele became large enough (800 students) to appoint its own full-time Appointments Officer (influence of the Heyworth Report). It was already committed to a view of counselling as a process centrally concerned with the education of individuals in the broadest sense, which allowed me to see within the curriculum of Keele an opportunity to implement myself as a counsellor.

Keele required students to make educational choices which had implications for ultimate occupational choices. It was also committed to facilitating the personal and academic development of students as fully as possible.

If vocational choice is "the implementation of a self-concept", what better place could there be for a counsellor with my beliefs to work.

At the time of my appointment the perceived need was for an Appointments Officer. The process by which we became the kind of services we are now may serve to illustrate how ideas turn into policies which are finally applied.

1. The Idea – to provide a comprehensive service (educational, vocational and personal) to work with students in transition to and from the university and in the choices and concerns facing them as they moved through the system.

2. Testing the need – I engaged in practice as a counsellor as the opportunity arose from my role and I took stock of student opinion of their needs for one year.

3. Describe and communicate the idea – first to the Vice-Chancellor to test reaction.

4. Discuss and engage the energies of others to get commitment to the idea.

5. Establish a staff/student ratio and set up budget.

6. Select staff with great care. The counsellor is the instrument of whatever is effected in counselling and is therefore very important – to staff as well as student.

7. Constantly monitor the service by counsellor critical evaluation and surveys and evaluation by others.

8. Involve the University Community in activities as appropriate.

9. Adapt continuously - trust is essential.

10. Communicate - The Counselling Service has a different care from other services - tutors, halls of residence staff, medical, administration, peer group counselling etc.

11. Work towards strengthening a healthy community.

We are now a university of 3,000 students. There are 5 counsellors, 1 Information Officer, 4 secretaries and strong links with senior tutors and administration, with the medical service and psychiatrist, student union officials, "Contact" chaplains, sports centre staff, staff in halls.

Issues in developing policies.

1. How much should the service be involved in outreach - in the university, to the schools and to the wider world outside the university.

2. How much should the service use academic staff in, for example, study skills programmes and in career planning programmes.

3. How much should the service use employers and how - what will be the effect on the university and on the student perception of counselling services.

4. How much emphasis should there be on the provision of group activities versus individual ones.

5. How much time for 'crisis' intervention versus development of programmes and committee and policy involvement in the university.

6. How much do you 'promote' activities versus waiting for needs to emerge.

7. How much educational work do you do with staff as well as counselling.

We puzzle, are never satisfied, but it's rewarding and it's fun. It's the same too for us as counsellors as it is for our students – the future holds no certainties but change and insecurity – we too must learn to live creatively with it.

THE A – Z STUDY

DIFFERENCES BETWEEN IMPROVERS AND NON-IMPROVERS AMONG YOUNG UNSKILLED WORKERS

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When young people start work in low skill jobs, variations in their competence are soon apparent. The key point which emerged from our study was that these variations are seldom in job skills but usually in the areas of personal behaviour and attitude.

Many young people without formal qualifications make a real success of working life, while others do not. Some of the jobs they do may not be very stimulating but large numbers of them manage to cope. What marks them out as mature and capable, why are they more employable than the others? Can the behaviour and attitudes of the successful ones be shown as a way of getting more out of life for others who have not made such a good start? The world of employment is not a perfect one but can we help them to get along better?

The A – Z Study was based on visits to 57 firms in East Anglia and South Wales. We talked to supervisors of groups of young people and asked them to identify the 'best' and 'worst' in the group. Supervisors were asked why they chose these people, what incidents and behaviour had given rise to these ratings. By using this critical incident technique, care was taken to avoid generalisations, personal bias and moral judgments. It also eliminated descriptions of the hypothetical 'ideal employee' or of the conglomerate 'worst' employee, combining all the possible faults.

A limited range of types of behaviour soon emerged. We called the behaviour of the successful young people 'A' Behaviour Factors and of the less successful 'Z' Behaviour Factors. The 'A' and 'Z' categories apply to two types of behaviour and are not a direct rating of people. Any one young person would exhibit a range of behaviour and most would not reach the extremes of 'best' and 'worst' at all.

'A' Behaviour Factors – what supervisors said about the More Successful young people:

They are	Versatile
take	Pride in the Job
use	Initiative
have	Good Personal Relations
take a	Wide Viewpoint
	Listen to Instructions
are	Good Timekeepers
are	Methodical and Neat
	Seek Work when Slack
are	Quality Conscious
	Report Faults
	Ask Questions
	Remedy Problems

'Z' Behaviour Factors – supervisors said the Less Successful young people often:

don't	Follow Instructions
are	Bad Timekeepers
	Dislike Supervision
are	Careless about Quality
have	Personal Problems
	Chat and Gaze Around
can't	Concentrate
have	Bad Personal Relations
are	Over-Confident for their Ability
don't	Pull Their Weight
don't	Like Change
don't	Report Faults
have	No Loyalty to the Company

In the A – Z Report these Behaviour Factors are discussed in detail and illustrated by case histories from industry. For consideration here they have been gathered into associated groups.

Versatility: Being prepared to try a change of job is a useful attribute. It assists in covering for absenteeism and this was frequently mentioned in the clothing industry. An enlarged knowledge of the firm's operations might lead to occasional simple supervisory responsibility and eventually to a higher grade job. Versatility could benefit young employees personally in the event of redundancy and would certainly enlarge their potential in the job market.

Using Initiative: Young people need to tread carefully at first because what was a praiseworthy exercise of initiative in one firm may have been considered brashness in another, and inexperience might cause problems. A case in point was the boy who worked in a darkroom store with a firm making X-ray film; he wanted to do his job more efficiently by keeping track of the time and brought from home a clock with a luminous dial. This was not discovered until hospitals began to enquire about the reason for circles of figures sometimes appearing in the middle of a patient's X-ray plate. Initiative was generally best exercised with the supervisor's blessing.

A widespread expectation was that any fault in product or process should be reported promptly. This does necessitate good relations with supervisors so as to overcome, for example, lack of confidence in identifying a fault or a fear of getting someone else into trouble. Maybe this accounted for the boy reported as continuing to unload tray after tray of burnt buns from a factory oven without calling the supervisor's attention to the problem.

Asking for more work when the job in hand was finished was not generally a requirement in a job, as supervisors saw the distribution of work as their responsibility, but it did typify the more successful young person.

Quality standards: Maintaining quality standards was an aspect of working life that could come as quite a shock to school leavers, especially when combined with speed of working. To get a mark of seven out of ten in school is praiseworthy, whereas at work a product has to reach a quality standard nearer ten out of ten. Once this concept has been accepted, there are those young people who can be relied upon to work to a high standard without constant supervision and this seemed to exemplify the attitude described as 'taking a pride in the job'. Carelessness about quality was a sign of the non-improver, someone who accepts no personal responsibility and does the minimum he can get away with.

Personal Relationships: Most young people get on well with workmates of their own age but older workers and supervisors present them with more of a problem. There are many subtleties in personal relationships at work which the newcomer cannot know, but the person who starts quietly by observing what goes on can often avoid 'putting his foot in it'. The ability to get on with people often compensated for other limitations. For example, a boy on a Work Experience programme had a poor school record but a willingness to learn and was offered an apprenticeship in preference to another with a good record but a habit of rubbing people up the wrong way.

Response to Instruction and Supervision: The principal 'Z' Behaviour Factor was not following instructions, and lack of communication skills on both sides may be at the root of the problem.

There was also a resentment at having to receive instructions at all, many young people objecting to finding themselves at the bottom of the industrial hierarchy. One supervisor described how a disgruntled girl made a point of disobeying safety rules only when a senior manager was visiting the plant.

A special category was the disregarding of instructions by young employees who were overconfident for their ability, doing things beyond, and sometimes in spite of, instructions given. For example, the boy in a shoe factory who, in his spare moments and to impress his friends, dismantled and reassembled parts of his machine; of course the day came when he was unable to put it all together again.

An ability to take instructions properly was a feature in nearly half of the 'A' case histories. In the 'Z' case histories, supervisors felt that if only these employees had followed instructions, their other shortcomings would have been minimised. The problem seemed to be one of attitude rather than of understanding.

Taking a Wide Interest: Operative skills were generally soon learned but employees who were rated as less successful stopped improving at that point. Supervisors felt that they could have given more to their work even if only by being aware of the context in which it took place. Of course the working day is longer than the school day and often has less variety and fewer breaks, so it is no surprise that some young people had difficulty in concentrating on what were sometimes rather boring jobs. However, those who did show a broader interest and asked questions found satisfaction in understanding the reasons for the methods or the quality standards required. At one surgical plastics factory the girl assemblers maintained higher output and quality standards than the supervisor asked for, after they had seen the products in use in a local hospital.

Timekeeping: Although timekeeping is a part of school discipline, it is more crucial in industry because lateness can affect the work of the whole group. Those who were doing well in other respects were almost invariably good timekeepers, arising from their generally responsible and mature attitude. Bad timekeepers seemed to be unsatisfied by working life altogether.

Loyalty to the Company: This concept has a rather old-fashioned ring to it and was probably used by supervisors to summarise their requirements in a satisfactory employee. Many times they expressed the view that they preferred someone who would be conscientious rather than quick, and willing rather than clever. The idea of overall commitment and a sense of belonging may have little bearing on operative skill but it appeared to be important in achieving success and satisfaction at work.

What the A – Z Study has done is to show where the main improvement areas lie for young people at the bottom end of the ability range when they start out in employment. The information comes directly from industry and demonstrates the criteria which supervisors and managers actually use when assessing the young people they employ.

We have therefore worked with the Basic Skills Unit of the National Extension College in Cambridge to produce Teaching Material on these points suitable for use in the U.K. Youth Opportunities Programme, in Schools and in Unified Vocational Preparation courses. Since the subject matter relates to attitude and behaviour these materials are as useful in life skills training concerned with the family, the peer group, the community and social and leisure activities, as for employment preparation.

The teaching material package is called "Starting Work" and includes:

- a tape of people's accounts of their first days at work
- a taped exercise about getting instructions right
- a set of magazine/workbooks containing: transcripts of the 'first day' tape, a quiz about problems at work, cartoons about work situations with the story to be completed by students
- a simulated group production task
- Tutors' Notes with de-briefing guidance on how to bring out in discussion the most relevant learning points from the group's experience in each stage of these activities.
- a copy of the A – Z Study.

Further materials are in preparation and the next stage will be to monitor the progress made in encouraging young people to achieve personal fulfilment at work by learning how best to make their personal contribution.

DISCOVERING LIFE SKILLS WITH WOMEN

Nancy Pridham and Shirley Allen

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The YWCA has a long history of working with women in a variety of ways. We have, over the last few years, developed a highly effective group program - Life Skills - which has proven to be an excellent method of meeting the needs of disadvantaged women.

The Life Skills program was developed in Canada in the 60s by Saskatchewan NewStart, who were looking for new methods of counselling and training adults. In 1973 the YWCA took Life Skills Coach training in Saskatchewan and began to use the method in our work with women. We have since offered Life Skills to a wide variety of clients, such as women on Mother's Allowance wanting to set some goals for their future, psychiatric and ex-psychiatric patients, young adults on probation, low-income women in subsidized housing, middle-income adults wanting personal growth, disturbed adolescents, and women on Social Assistance wanting to re-enter the work force. Although we have men in some of our groups, our major thrust and expertise is in working with women.

Because we have had a lot of success in attracting and helping participants, a wide range of professionals doing group-work have come to us to learn the Life Skills methodology to use with their clients. Last year through a variety of courses and workshops we exposed over 300 professionals to the Life Skills method. In 1975, with the help of Saskatchewan NewStart, we wrote our first Manual, "Discovering Life Skills with Women", Volume 1, in which we adapted the NewStart lessons for our client groups plus added new material that we had created to meet the needs of our groups. This year we wrote Volume II of "Discovering Life Skills with Women" containing more than 40 new structured experiences for professionals to use with their client groups.

For our purposes today we plan to describe in some detail two of our programs — the groups for low-income women in subsidized housing which we see as the first step a woman might take in planning for her future, and the groups for women on Social Assistance re-entering the work force which we are doing in co-operation with the Region of Peel, a somewhat larger step.

In describing our groups with low-income women, I want to talk specifically about the Jane Corridor area where we have worked for seven years. While it is in the suburbs of Toronto, it is designated an inner city area by a number of criteria, such as density of population, rate of crime, and number of single-parent families and contains many isolated, alienated women.

In order to meet the needs of these women we have developed a unique design which includes five important interlocking components —

outreach
structured sessions
group maintenance
short-term counselling
childcare

Outreach

Outreach in the community is done by following up on referrals from Public Health nurses, Community Relations Workers in Ontario Housing and Community Professionals. As well, flyers are posted around the community and sent home by the local school. All potential members receive a personal visit from the Life Skills coach to explain what the program is all about. We feel a face-to-face visit is the key to overcoming fears about a new experience.

We also start on the top floor of a building for low-income families and knock on every door. Because many of the women are shy and/or come from multi-problem families, often as many as three calls are necessary to persuade them to give the group a try.

Structured Sessions

In general in the Structured Sessions, lessons focus on self-awareness and relationships with special emphasis on communicating, problem-solving, using community resources and setting goals for the future. The YWCA has enriched the original NewStart material from many sources, such as assertiveness training, psychodrama, values clarification and transactional analyses. Because our Life Skills coaches are sensitive to the needs and interests of their groups, they have created or adapted new material to meet these needs. While content is important, it is primarily the process which distinguishes the Life Skills model from other learning models. It is experiential as opposed to didactic.

Using such techniques as role-playing, small group discussion, audio-visual aids, experiential exercises and field trips, clients experience new ways of coping with their everyday lives. Each session focuses on a specific skill, for example becoming assertive. During this lesson, group members experience different ways of being assertive and discuss ways of using this skill in their back home situation; they then test their new skill at home, and report their experience back to the group.

Group Maintenance

Because many women have not learned to set time aside for themselves and because of their own health problems and illness of their children, group members will often miss a session or two. It is important that the coach maintain the group by telephoning or visiting those members assuring them that they have been missed and are wanted back.

Short Term Counselling

Personal problems are often discussed with the coach outside of the group meeting or by telephone. If a referral is necessary, this is done by the coach and follow-up occurs.

Childcare

While the women are in their group, their children are receiving an enriched pre-school program which expands their world and helps to prepare them for school. Often women will come to the group for the sake of their children and remain because they themselves are enjoying themselves and learning.

Our groups for low-income women meet twice a week for six months – enough time for the women to increase their skills in a number of interpersonal areas, to make friends, develop self-confidence and to begin making plans for that second step, whether it be going back to school, becoming a volunteer in their community, or returning to work.

These groups are drawn from a small geographic area – mostly within walking distance. And the timing, between 9:30 – 11:30 a.m., suits women's schedules – enabling them to be home to prepare lunch for their children.

Our goals for these groups are realistic and not necessarily work-orientated at this time. We also encourage the women to set realistic goals for themselves.

The use of group process is an important factor in enabling women to explore and express their feelings and receive support in trying out new skills.

We feel that a key factor in achieving success with this particular population has been our style, which is supportive as opposed to confronting, and stresses a building on strengths that already exist. For many women it is their first positive learning experience and they take it very seriously.

The extent to which our objectives have been met is documented in a research report by Ann Richmond, a former Life Skills Co-ordinator. The report surveyed isolated women on minimum income who participated in courses in the Jane Corridor Area during the years 1973–1976. Eighty-two percent of the women surveyed became active in their community after taking the Life Skills course. In addition, these women reported improvement in self-confidence, self-expression, communicating with others, initiating friendships and setting goals.

Because of our success in working with women we were asked by the Region of Peel to provide the Life Skills component in a back-to-work project – Project 90+.

This project is for women on social assistance and Mother's Allowance who are Heads of Family. It is a twelve week program: two weeks of orientation, and ten weeks of a four day work week with one day of Life Skills and Community Resource Information. The women remain on assistance while in the program. There are two phases in the project, one in the fall and one in the spring, each serving about fifty women. Two staff work in the project with the help of a secretary.

The combination of Life Skills and work experience provides women with the opportunity to practise the skills needed to get a job, to keep it and to deal with the practical everyday issues of a mother returning to the work force. Combining the roles of Life Skills coach and work liaison person, we are able to deal with problems as they arise either on an individual basis or within the Life Skills group.

The Region of Peel estimates that for every dollar spent on a preventative programme like Project 90, a corresponding $5.00 saving is achieved in General Assistance. This programme has some unique features that account for its high success rate.

REASONS FOR HIGH SUCCESS RATE

1. Attitude of the Social Assistance Department

The attitude of the Peel Social Assistance Department which provides us with whatever resource we need to maximize the potential success of the project. This includes money for day care and transportation, top priority for day care facilities, the cooperation of workers within the Social Service Department, extra manpower when needed and freedom to be creative in designing the content and delivery of the program.

2. Presentation of the Work Placement

The women are challenged to think about what they can get out of a work placement as well as to recognize some of the negative feelings that arise when they work alongside of someone who is getting a pay cheque. (The women remain on assistance but get child care and extra transportation money.) We compare the job to a field placement, such as one has in many college courses. The emphasis here is on learning everyday Life Skills as well as work skills.

3. Combination of Support and Challenge

The climate of the Life Skills group is supportive and nurturing. This is what mothers on their own desperately need. They also want the challenge of starting to make it on their own. Then there are always a few who come along for the free day care and transportation. What happens, however, is that they get hooked into the Life Skills group as they pick up the excitement from the other women and a dramatic change occurs. They, too, become motivated, make some decisions and begin to take the steps necessary to become economically self-sufficient.

4. Individualized Program

Although we make use of group process to achieve our goals, the program is individualized. Participants do not have to take part in every component, e.g. someone may be work-ready after the orientation. Others may only be able to handle the Life Skills group in the beginning. The women make the choices. We would like to have everyone start on day one; the reality is we have continuous intake until half way through the program.

5. Community Response

Women are taught in Life Skills how to use community resources and the community, in turn, responds to their needs with warmth and understanding. Canada Employment counsellors appreciate it when the women come having done some homework and having some sense of direction. The result is an excellent working relationship between ourselves and the counsellors. Morale of the Social Service Workers is raised as they have a viable alternative to offer their clients, one that is tailor-made for them. The same applies to other community resources.

6. Team Approach

The combined skills of the co-ordinator and Life Skills coach come from backgrounds in teaching, career and personal counselling, group work and a knowledge of community resources, as well as the Social Assistance Income Security System. We work as a team, making it possible to teach and counsel in a manner that complements and reinforces learning. A problem solving approach to issues is taught in Life Skills. This is the method used in both personal and career counselling to complement and reinforce the process.

COMPUTER-AIDED VOCATIONAL COUNSELLING IN MID-CAREER CHANGE

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During the past decade the development of computers has moved at a pace which has dramatized the ever-increasing rapidity of technological change. The potential value of the computer is well recognized as it has become an integral part of our lives.

New technology in the field includes computerized occupational informational systems used to aid vocational planning. Guidance and Counselling, as a profession committed to the social goals of human dignity and freedom, has an important role to play in using technology effectively without dehumanizing people (Pyle and Stripling, 1976).

Increasingly, in my role as "Choices" Coordinator with Employment and Immigration Canada, I am experiencing an increasing number of adults who are undergoing mid-career changes.

It is my purpose this afternoon, as a practitioner in the field, to discuss the "Choices" system (Computerized Heuristic Occupational Information and Career Exploration System) developed by the Occupational and Career Analysis and Development Branch of Employment and Immigration Canada, and its applicability for facilitating career development for clients undergoing mid-career change.

In recent years mid-career changes of adults have come to reflect many of the societal, demographic, and economic changes which are taking place in the Canadian economy.

The feminist movement, the trend toward earlier retirement, the lengthened life span, and current high unemployment rates have caused many individuals to re-examine personal futures in the middle years.

Rapid technological change and the energy crisis have altered the planned career path of many adults who find themselves in need of making vocational shifts to match changes in the Canadian economy (Harrison and Entine, 1976).

Involuntary career loss is often a traumatic and devastating experience for an individual. The necessity of identifying and beginning a new career when the need for security, self direction, purpose and future were being fulfilled in the former, may result in considerable turmoil (Jones, 1979).

In addition, even people who are relatively successful in achieving the goals they earlier set for themselves may experience a sense of disparity between what they have and what they want. According to Levinson (1978), many men enter adulthood with a dream or vision of their own future.

Major shifts in life direction at subsequent age are often occasioned by the reactivation of the sense of betrayal or compromise of the dream. Women, too, may experience a loss as their options are narrowed, their potentialities go unrealized and their desire for completeness is thwarted. Lowenthal (1975) found that middle-aged women were often desperate: having led family-centered lives, the prospect of the empty nest was very upsetting to them. Many expressed a desire for personal growth, a wish to break out of the family confines, and seek a sense of personal growth.

Brim (1977), in his article "The Male Mid-Life Crisis", states: "that a desire for a sense of personal growth is a deep-seated characteristic of the human organism and that a failure of a sense of growth generates depression and leads to attempts to avoid this stagnation".

The formerly held widespread impression that adulthood is a period of sameness and constancy has been successfully overcome by the emerging literature which relates aging, personality, and the theories of development. Widely recognized factors for change in adulthood, whether internally or externally based, have resulted in the understanding that the process of development and change is an important normative movement through the adult years (Schlossberg, 1976).

Characteristically, I have found when counselling mid-life clients that mid-life is a time of stock-taking, of assessing realistically what one has achieved in life and what one hopes still to achieve in the years that remain. Although adults of any age may go through a crisis that involves reasssessment, the stock-taking of middle age is characterized by an increased interiority or focus on the inner self, a concern with self-utilization and a reevaluation of competency (Schlossberg, Troll and Leibowitz, 1978). It is a time of evaluating priorities and looking honestly at where one is in the life span, however painful and difficult a task. Not least of all is the necessity for individuals to restructure themselves in terms of time left rather than time since birth and an acceptance that time is finite (Schlossberg et al 1978).

When counselling mid-life clients, variations of the following comments are expressed:

> Here I am, but where am I? What do I want out of the rest of my life. If I plan to

make a change, I had better do it now.

How do I feel about myself?

What sort of person would I like to be?

What are my values and needs?

What are my interests and aptitudes?

What can I do to reconcile my self-ideal with my real self?

How can I find out what is available in the world of work which satisfies my own personal profile of interests, aptitudes, preferences, values and educational aspirations?

(Super, 1957, Turgeon, 1978)

A satisfactory manner of arriving at an answer to this last question becomes the crux of effective vocational counselling.

Essentially, vocational counselling (regardless of the age or background of the client) is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his/her role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society (Super, 1957). The counselling process is a time in which the self-concept is clarified, modified, and implemented by examining the self. Therefore the immediate objective is to teach the client how to make decisions involving himself by guiding him through the steps of decision-making (Super and Boln, 1970). This is accomplished by helping him examine personal and situational facts in ways that enable him to assimilate and use them.

In order for clients to make decisions of any positive consequence to their development, they must have sufficient accurate information upon which to base decisions. In fact, without sufficient information clients may not be aware that there are decisions to be made, or that choices are open to them. Information upon which to base decision making is in fact one of the most vital aspects of the learning process.

Clarke, Gelatt and Levine (1965) contend that the possession of relevant information is a necessary condition for good educational-vocational decision making and that although the use of relevant information by no means guarantees "the right decision", good decision making cannot occur without it. They also point out that there are two requirements of good decision making. A decision maker must have adequate information and a decision maker must have an effective strategy for analyzing, organizing, and synthesizing this information in order to arrive at a choice. The "Choices" System, an innovative method of facilitating vocational development, is seen by the author as a possible method of responding to this important need.

"Choices" (Computerized Heuristic Occupational Information and Career Exploration System), a uniquely Canadian development by the Occupational and Career Analysis and Development Branch of Employment/Immigration Canada, is an interactive computerized career exploration system intended for use in a counsellor-mediated mode to assist people in making career decisions. This system is regarded as one of the most advanced and sophisticated counselling tools being used in the world and allows individuals, in direct conversation with a computer, to search a wide range of occupations on the basis of their interests, abilities, values, and educational aspirations and receive immediate answers to identify potentially suitable occupations and career paths (Jarvis, 1973).

"Choices" is comprised of two major data files: the Occupations and the Institutions file. The Occupational data file stores data on over 1000 occupations and over 3000 similar occupations which account for 97% of the Canadian labour force. The file is divided into national and provincial sub-files and contains in all over 17 million data particle elements. These data files can be explored via 13 separate routes ranging from such factors as interests, aptitudes, physical requirements, earnings, occupational supply and demand projections, educational and training requirements and working conditions.

Inherent within the "Choices" system is the existence of a comprehensive bank of information on the world of work and a system for extracting only that information which is congruent with the individual's unique personal set of criteria for work satisfaction. "Choices" simulates the world of work and allows individuals to explore in whatever ways have meaning and relevance for them. One person may wish to converse with "Choices" about his interests, aptitudes, salary expectations, or particular physical capacities he/she may have. Another may wish to discuss his/her temperament preferences among environmental conditions and educational aspirations. Others may use these or other exploration routes. The computer will also accept the scores taken from the General Aptitude Test Battery and the Canadian Occupational Interest Inventory. Whatever exploration strategy people choose to use, the end product is the same. The system will suggest a number of occupations that appear to be suitable for the user, based on his/her input, and then provide whatever information the user wishes to know about them and "Choices" will do this with thoroughness and speed beyond human capacity.

The individual sits at a simple typewriter-like terminal and reviews possibilities by responding to simple questions respecting his/her situation: education, income desires, interests, aptitudes, etc. (which the individual has prepared in advance by completing the Travel Guide, which is essentially a one page worksheet on which the work values and needs are recorded and the route pre-planned after reading the accompanying Handbook). The sorting progressively reduces the number of occupational possibilities, producing a list of occupational proposals for consideration. The flexible programming permits alteration of responses - if, for instance, unrealistic income expectations reduce possibilities drastically, the individual can alter requirements and set more realistic goals. The computer provides a full printed description of the occupations selected for consideration.

In addition to the Explore feature in both the Occupations and Institutions Files, there are Specific Information, Compare, Related, and Why Not? features. The first three of these allow users to obtain whatever information they wish on any occupation, institution or training programme, to compare several occupations or institutions simultaneously, and to find all occupations or institutions related to a given occupation or institution on parameters selected by the client. If the computer does not recommend an occupation, institution or programme which the user has been considering prior to the interaction, the Why Not? feature will explain why it was excluded. Perhaps the user has insufficient education, etc.

The second major file, the Institutions data file, is projected to be operational in April 1981. When completed, this file will contain detailed information on over 900 Canadian post-secondary institutions, including all Canadian universities, community colleges, technical institutions, and vocational trade schools, as well as Canada Manpower Training Programs and Apprenticeship Programs. These data will include all programs offered and their admission prerequisites, tuition and fees, durations, start dates, retention rates, and qualifications awarded. In addition, there will be detailed information about the institution, such as student and faculty population, cost and availability of housing, financial aid available to students, and much more. The Institutions file is planned to allow individuals in any part of Canada to assess data instantly about any institution, or any specific program at any institution anywhere in the country. The same form of exploration will be possible with the Institutions file as with the previously described Occupations file.

Users will be able to obtain Specific Information about any institution; Compare information about two or three institutions at a time; and use whichever exploration route they prefer, to obtain a list of institutions that may meet their needs.

As the use of education and career information wisely requires structure for planning and decision making, I have adopted three behavioral objectives when counselling individuals making mid-career changes:

1. Assist clients in arriving at a greater knowledge of self, including evaluating their attitudes, values, and motivation toward work.

2. Assist clients in arriving at a clearer understanding of the world of work.

3. Assist clients in developing vocational planning skills and develop an ability to recognize the varied resources which are available to them (Turgeon, 1978).

Although "Choices" has its roots in the Trait and Factor model of career counselling, the system takes an eclectic approach as well to other counselling orientations. There is a heavy reliance, for example, on the client's role in the decision making process and the implementation of his/her self concept which is an essential feature of the Client-Centered career counselling. It is my contention that the more contemporary philosophy, centered on the individual's dynamic, self concept, is more appropriate when counselling mid-career clients as in the middle years "the stock-taking of middle age is characterized by an interiority, or focus on the inner self, a concern with self-utilization, and a reevaluation of competency" (Schlossberg, Troll and Leibowitz, 1978).

The place of the counsellor within this philosophy is to be versatile, well informed, and flexible in helping clients to shape their goals. These goals must be immediate in time, clearly defined, intellectually attainable, and contribute to the client's ego satisfaction (Thoroman, 1968).

The "Choices" System is in effect a counselling process in three phases. Phase I sees the client engaged in exercises of self-exploration and clarification of career needs and expectations. This involves essentially completion of a one page worksheet (Travel Guide) on which the work values and needs are recorded and the route preplanned. Phase 2 is the client's conversation with the computer, and Phase 3 involves reflection by client and counsellor on possible follow-through actions. The process may involve repetition of one, two, or all of the phases.

The counsellor and client are provided with a summary of the client's interaction, which makes the review of the "Choices" interaction much more efficient.

The system begins with an underlying assumption of the importance of a counselling system which would be able to deliver both the necessary counselling support and an efficient system for storage and retrieval of relevant occupational information.

The three-phased counselling system incorporated in "Choices" parallels the behavioral career counselling model suggested by Krumboltz and Baker (1973), which outlines 8 steps taken by the counsellor and client in the course of career counselling.

The 8 steps are as follows, juxtaposed with the 3 Phased Counselling Process "Choices"

3 Phases	1. Defining the problem
(I)	2. Agreeing mutually to achieving counselling goals.
	3. Generating alternative problem solutions.
(II)	4. Collecting information about the alternatives.
	5. Examining the consequences of the alternatives.
	6. Revaluing goals, alternatives, and consequences.
(III)	7. Making the decision or tentatively selecting an alternative contingent upon new developments and new opportunities.
	8. Generalizing the decision-making process to new problems.

In order for clients to make decisions and determine goals, information is first gathered about the client, his/her current situation, the realities and practicalities of his/her life and the world of work. This information is evaluated by defining values, ranking them and making choices as to which can be met in work, which need to be avocational, and which need to be abandoned, at least temporarily. Goals are then clarified by participants who explore more alternatives, reach tentative or firm decisions and take action to put these into effect.

"Choices" or any system can only be assessed by the benefits derived by our clients. Since the "Choices" Project was implemented, I have counselled a number of mid-career change clients referred to the system by fellow colleagues within the Canada Employment Centre, Jewish Vocational Services, Ontario Institute For Studies In Education, etc., who have found the system to be very beneficial.

The following four profiles will exemplify the use of "Choices" with typical mid-career change clients.

Profile I

Betty, a 41 year old former high school teacher, married with 3 raised children, was referred to our office to utilize the "Choices" system as she was seeking a mid-career change. She did not wish to return to teaching and furthermore, with the tight job market in this field, it was not feasible at this time. This client viewed work as a potential source of satisfaction and stated: "that her most rewarding and interesting experiences in life resulted from working with people." Her many and varied volunteer activities reflect this fact. She was willing to return to school but did not have any idea of where to start or what goal to strive toward. In order for the client to learn more about herself it was decided that she would benefit from taking the General Aptitude Test Battery and the Canadian Occupational Interest Inventory and input the results into the "Choices" system. After the test interpretation and completion of Travel Guide, the client was ready to utilize the "Choices" system. The client told "Choices" that she wished to Explore occupations on the basis of her Interests, Aptitudes, Temperaments, Educational Level, and Hours of Work Restrictions. The client then told "Choices" that she enjoyed business contact with people, directing and organizing, and was interested in communicating ideas. Aptitude scores were important to her as she wished to be in a field that she would find challenging. She then told "Choices" that she would prefer to be in an occupation where she would gain cooperation, have an opportunity to influence the opinions of others and make decisions based upon her personal knowledge. She did not want shift work, irregular hours or seasonal work due to the home and family responsibilities. Inputing this information into "Choices" resulted in a list of 23 occupations including the occupations of Travel Consultant and Employment Interviewer. The client then decided to Compare these and other occupations which interested her. When Betty decided to leave she made an appointment to return to the Canada Employment Centre for further discussion. "Choices" summarized what she had accomplished in her conversation in Summary form. Teaching awareness of self as decision-maker is an important aspect of the "Choices" design and the summary is written and tangible proof of his/her decision making for the client. When the client returned to the centre she had narrowed her choice to Travel Consultant and Employment Interviewer. She had now begun to crystallize her choice. We discussed the educational requirements for each occupation and Betty decided that because of her home and family responsibilities it probably would be more feasible for her to consider the position of Employment Interviewer, within the field of Personnel. The information on training for the careers of Employment Interviewer and Travel Consultant indicated that Betty could attend either a community college, or university, full or part-time. Each option had a different price tag, class schedule, length of training, and academic requirements. The client finally decided that the position of Employment Interviewer was the most attractive career to pursue. Crystallization and exploration were complete for the time being and the client was now ready to begin to implement her choice. Comparative advantages of various schools were discussed. Together we worked out a plan for her to visit the various institutions to determine whether she met their admission requirements. Betty then checked out the various institutions, applied to the Univeristy of Toronto and was accepted into the Certificate Programme in Personnel and Industrial Relations and in recent contact with her she has just successfully completed her first course.

For this client, computer-assisted counselling with "Choices" increased the client's self-awareness and understanding and helped separate values important to her from those which were less important. It provided up-to-date and comprehensive information necessary in making an informed occupational decision. Also she was forced to differentiate between internal desires and external constraints (time, family) upon her actions by distinguishing between what factors she must have and factors she would like to have.

Lowenthal et al (1975) state that as women mature they show a great need for independence, become more outward and assertive and remove themselves from the role of nurturer. The high achievement need that a college-educated woman experienced before she begins a family appears to be followed by a decline in achievement and returns to the previous high level. Changes in the life cycle of women suggest a need for redirection, accomplishment and new work orientation.

Betty, like many women at this age, will have 30 to 35 active years of life starting from a mid-career point. Technological advances, more opportunities for paid employment, and social conditions, such as the general movements toward human liberation and the development of individual potential, as well as the rise in divorce rates have freed women to choose employment as an alternative. It is apparent in my experience that mid-life careers renew the quality of life for an increasing number of women.

Profile II

David, a 41 year old limousine driver with a Grade 13 education, was referred to the Canada Employment Centre seeking vocational direction. Although this client had been steadily employed in this job for 10 years, he lacked a sense of personal satisfaction and challenge in his work and was seeking to make a career change. The client indicated an interest in the Computer field as he mentioned that he subscribed to various computer journals as a hobby. When questioned as to whether he had considered working in this field himself, he said it was just recently that he had been considering this idea (a long lost dream) but questioned his ability to work with "such complicated systems." As part of providing the client with further self awareness, the General Aptitude Test Battery with the Canadian Occupational Interest Inventory were administered, to be later input into the "Choices" computerized system. Results of testing were interpreted to the client indicating excellent potential for the Computer field, if selected as a vocational goal. The client completed the "Choices" preparation (pre-planned the Explore route). He told "Choices" he was interested in an inside occupation which involved working with things, numbers, and objects, doing work that required a scientific technical orientation, and an occupation involving machines and processes. He then input his GATB results. The client then told "Choices" that he enjoyed working independently and taking responsibility for his work, making decisions based on concrete evidence, and was interested in meeting strict standards. Based on this input, "Choices" printed out a list of 21 occupations including that of Business Programmer which the client indicated an interest in. The client decided to Compare the 3 occupations of Business Programmer, Systems Analyst, and Engineering and Scientific Programmer. Finally a Specific print-out on Business Programmer was obtained, and the choice was being crystallized. The client later returned to the office requesting more detailed information on Institutionalized training and discussed the various training alternatives i.e. University, Polytechnical Institute, and Community College. The options of part-time vs. full-time were explored. It was agreed that the client should investigate each of the institutions to determine eligibility for admission. The client was now ready to implement his career choice in earnest. A few months later, this client called and informed me that he had been accepted into the full-time programme at Ryerson Polytechnical Institute.

Stock-taking in the middle years involved, for David, a comparison of the earlier dream with the present reality. A disparity was experienced between the two. The outcome of stock-taking for him was a positive change to further development.

Levinson (1978) and his associates maintain that at the mid-life transition, the long suppressed dream, the youthful hopes and visions of what life can be like re-emerges and seeks expression.

For this client, counselling with "Choices", together with the knowledge and awareness of his aptitude test results, increased the client's realistic self-awareness and understanding and assisted him in identifying his values. "Choices" helped reinforce the client's interest in working with computers and furthermore indicated that he possessed sufficient potential to function in this field. It helped him become more aware that "he" alone has control over his life and also bolstered his self-confidence.

Profile III

Bob, a 43 year old assembly line worker in the automotive industry, married with 2 children, was recently laid off and consequently was referred to the Canada Employment Centre for vocational direction. Lay-off for this client came as a rather 'hard blow' to him as he had 15 years of seniority with the company. When I first met the client, significant symptoms of grief reactions were exhibited and the client appeared to be in a crisis state. When counselling this client I utilized Jackson's Methodology (cited by Jones 1974), which involved helping the client to face the reality of the situation in all its aspects - to assist the client break the ties with the object of loss, and develop ways to find new interests, satisfaction and creative opportunities. Once the client was ready to move on to exploring other vocational alternatives, he indicated an interest in the "Choices" system and decided to take the General Aptitude Test Battery and the Canadian Occupational Interest Inventory in order to learn more about himself. The client decided to Explore occupations on the basis of Earnings, **Interests, Aptitudes, Temperaments, Future Outlook,** Occupational Fields, and Educational Level. The client told "Choices" that he was interested in examining occupations that paid approximately $15,000, involved working with things and objects, working with machines and processes, and doing work in which clear results are seen. After his GATB results were input he furthermore told "Choices" that he preferred a variety of duties. Bob also indicated that he personally enjoyed working independently and taking responsibility for his work and making decisions based on concrete reproducible evidence. He also informed "Choices" that he had a Grade 11 education. Based on this input "Choices" printed out 28 occupations including that of Machinist and Cabinet Maker; 2 occupations that the client was interested in pursuing utilizing the Compare route. Later the Specific route was utilized to obtain specific information on Machinist. Finally, the client decided to examine occupations Related to Machinist and obtained a list of occupations including Tool and Die Maker, etc. Later, when the client returned to the Canada Employment Centre, he reported that he had visited a number of employers and had finally decided on the occupation of Machinist. This client was then interested in discussing the training alternatives i.e. Community College 2 yr. Program, Apprenticeship, Canada Manpower Training Program, and Canada Manpower Industrial Training Program. After discussing the various alternatives available, the client decided on pursuing Canada Manpower Industrial Program (on-the-job training) at this time. This client was eventually referred to an employer for a machinist trainee program and has been employed ever since.

For this client "Choices" with the assistance of a counsellor helped this individual regain control - to feel that "all is not lost" and that he can actively regain control and rebuild. Following the working through with the client of much of the grief in losing his job, "Choices" provided a focus for the client, emphasizing a concept of growth, development, and new opportunities.

The "Choices" system plus a model of counselling focusing on actuation, movement, and cognitive planned organization was seen to be a beneficial experience for this client.

Profile IV

John, a successful businessman contemplating vocational change, also had been referred to the "Choices" system. Although successful in his career he began to realize that "money wasn't the most important thing in life". He stated that with some advice from knowledgeable people he decided that he wasn't the competitive type and was interested in looking into non-competitive areas. This client was actively involved in directing recreational activities for a recreational organization in his leisure time and was enjoying it immensely. Recently this client had been approached regarding accepting a full-time position as Recreation Director which he was considering at this time. As this was a large step for a 45 year old man to take, this client wanted to fully research this position externally before accepting this position. John decided to Explore "Choices" on the basis of Interests, Temperaments, and Salary. He then conveyed to "Choices" that he was interested in dealing with people as clients, working to improve the social conditions, and planning and organizing activities which he had experience in. He then told "Choices" he preferred a variety of duties, working independently, and gaining the cooperation of co-workers, helpers, and clients. Finally he input his salary selection. Based on this, "Choices" printed out a list of 29 occupations which included Recreational Director. The client then decided to obtain a specific print-out of this occupation.

When leaving the office, this client expressed satisfaction in having gone through this program as he found it very beneficial in clarifying his values and confirming in his own mind an occupation that he was contemplating.

Research by Eugene Thomas (1979) has indicated that many men of high status careers chose new careers in areas that are considered less traditionally masculine, i.e. generally helping kinds of professions, such as the clergy, social work, recreation, education. Even those who went into business for themselves tended to choose less traditionally masculine fields, such as small businesses in selling books, pottery, artistic crafts etc. This research and the profile I have summarized would lend support to Jung's (1933) observation that men at mid-life tend to become more tolerant of feminine aspects of their psychological makeup, and Levinson's (1978) theory that at mid-life men and women seek to develop the unfulfilled aspects of their personalities. This idea connects with the crossover in sex roles as men become more affiliative and women more assertive.

The preceding four profiles are only but a few of the clients contemplating mid-career change who have utilized the "Choices" system. In addition I have had a university professor of political science who left his teaching position to enter the computer field and a successful businessman who left a competitive business position to reconstruct and repair antique cars.

When examining clients making mid-career changes, I have observed one common underlying trend. Mid-career change involves a definite time of reassessment of themselves as individuals and where they are going. Intensifying this trend is the sense that they have only a limited time left. There is for many a reordering of their personal needs and values. The most frequent responses for deciding on new careers were to find more meaningful work and to bring a better fit between values and work. I also observed that people at different job levels regard different aspects of their work as important (Quinn et al, 1974, cited by Schlossberg, Troll and Leibowitz, 1978). Blue-collar workers are more likely to say that extrinsic factors, such as pay and job security, are important. Those in higher-level jobs (which presumably pay better) are more concerned with intrinsic factors, such as the challenge of the job; indeed they will work for less money if they feel that the job is fulfilling.

In the opinion of the author, the "Choices" system provides for the mid-career changer an opportunity to examine his own values, obtain relevant information, interpret predictive data and formulate his/her own plans with the assistance of a counsellor. This interaction enables the client to arrive at tentative career decisions as he gains new insights and additional information.

In consideration of client response to the "Choices" system, I have found that clients learn to handle computerized systems quickly once they have been oriented to the system. In addition they need minimum supervision and assistance and appear to have little or no fear of technology once being oriented to the system. The "Choices" system also provides an individualized client interaction (by addressing client by his/her name), while at the same time confidentiality is provided as the conversation is erased from the computer's memory once the interaction is over.

For the counsellor, this system is not visualized as a substitute for the counsellor, but as an effective compliment to him. Because the computer stores a thoroughly comprehensive and continuously updated career library and makes all its data available instantaneously, much of the burden of routine and repetitious information dissemination is lifted from the shoulders of the counsellor. One major highlight of the system is its thoroughness and speed, which are beyond human capacity. "Choices" frees counsellors for more productive face-to-face counselling. "Choices" has also been designed to effectively assist diverse populations of clients with diverse needs. These clients have come from diverse levels of ability and achievement, within a variety of socio-economic background, with differing career and educational experience and with different vocational objectives (Jarvis, 1973, Turgeon, Super, 1970).

The need for guidance and information services to help adults make informed educational and career choices is no longer an issue. There is a definite need for people who are now outside the educational system to have somewhere to turn for help in identifying and clarifying their educational and occupational goals and in finding ways to reach their goals (Ironside and Jacobs, 1977).

With the growing acceptance of continuing education and with the growing diversity of adult life styles, needs, interest, and the growing number of mid-career changes, the need for adequate information services to inform adults about educational and occupational alternatives has become more obvious. What seems to be important is to create an atmosphere in which it is acceptable for adults to seek help and to have some kind of systematic approach by which counsellors can deliver services to their adult clients. It is the opinion of the author that the "Choices" system provides this systematic approach as experienced by my utilization of it within the High Park Canada Employment Centre.

In conclusion, as educators and counsellors, we are aware that each man lives his own life. We can only hope that through counselling he becomes the architect of his future as he does so.

The bromide, "You can't teach an old dog new tricks", is often used as an excuse for inaction on the part of adults. Our response is "Nonsense, it depends on the dog, the tricks, and the teaching or counselling strategy" and that puts a lot of responsibility on us as adult counsellors utilizing the "Choices" system.

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